The Canadian Education Association The First 100 Years

1891-1991

G. E. Malcolm MacLeod

Robert E. Blair

93-01345/

Mission Statement

The Canadian Education Association pursues the improvement of education and serves the education community by providing opportunities to study issues of common interest; to share ideas, experiences and information; to establish and maintain linkages with government bodies, non-government agencies and individuals; to analyze trends and directions through research; and to participate in learning activities.

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Canadian Education Association/
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Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5

ISBN: 0-920315-56-9

Disponible en français sous le titre : L'Association canadienne d'éducation Cent ans déjà ! 1891-1991

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Foreword

THIS BOOK IS A BIT UNUSUAL, which perhaps befits an unusual organization. There are three authors of CEA's 100-year history, and one researcher. Two of the authors are dead, and the Canadian Education Association will almost certainly outlive the third author and the researcher.

Dr. Freeman K. Stewart was CEA Executive Director 1947-1977. Freeman wrote the first history of the CEA, titled *Interprovincial Co-operation in Education: The Story of the Canadian Education Association*. Following his retirement, Dr. Stewart wrote *The Canadian Education Association 1957-1977*. The first book covered the history of CEA from the time it was organized as the Dominion Educational Association in 1891 until 1957.

Dr. Stewart passed away in 1982. About seven years later, the 100th Anniversary Committee, established in 1988-89 by CEA President Jacques Mongeau, and chaired by Dr. Tom Williams during its first year, decided that part of CEA's 100th anniversary celebrations should include a 100-year history of the organization. A Past President, Malcolm MacLeod, retired Assistant Deputy Minister of Education, New Brunswick, was contracted to do the writing. Mac had completed a summary of Freeman Stewart's earlier works just before he suffered a fatal heart attack in June 1991.

Merle Wherrett, a staff member with CEA from 1956 until her retirement in 1989, had researched the information for the 1957-1977 publication. Following her retirement, Merle agreed to do the research for the 100th anniversary book. Ms. Wherrett, as expected, worked diligently, as she always had during her 33 years of service as a staff member. Following Mac MacLeod's death, Merle passed on her research to the third author, the current Executive Director.

As noted in the conclusion to this book, there are many contributors to CEA who have gone unrecognized. It would take volumes to acknowledge all those who have given so much to the Association.

A group that must not go without mention, however, is the staff, several with whom I have worked over many years. Their dedication, ability to adjust, readiness to go far beyond their job descriptions, is the foundation that keeps CEA of value to education in Canada.

Robert E. Blair
Executive Director

Chapter 1

Organizational and Development Years - 1891-1948

Introduction

THE CANADIAN EDUCATION ASSOCIATION had its official beginning in the year 1891, and its long and distinguished history has unfolded eventfully through the past hundred years. The CEA story is an interesting one, encompassing many events and people in its organization, development, growth and expansion. The development of the Association, from its initiation as the Dominion Educational Association in the last decade of the 19th century, to its present status as the strong and vibrant Canadian Education Association, a century later, has not been an easy progression.

Development in the first half-century was slow, though history identifies a number of significant events and accomplishments that built a foundation for the well-regarded and effective organization that was to emerge through the middle and later years of the 20th century.

Nonetheless, in the words of Dr. F.K. Stewart, the Association's Executive Secretary over a thirty-year period (1947-1977) ... "the organization, difficult to establish and no less difficult to maintain, not only survived and eventually flourished, but over the years made some impressive contributions to education by promoting the exchange of ideas and serving as a unifying influence in educational development in this country."

The founding of the organization was preceded by nearly a quarter century of proposals, discussions and deliberations, beginning as early as our country's confederation year, 1867. In October of that year, the idea of establishing an educational association for the whole Dominion was brought forward in a letter from the provincial teachers' association of Ontario at the convention of the Provincial Association of Protestant Teachers of Lower Canada. As a result of this intervention, a resolution was adopted that a committee be formed to develop a plan to provide liaison among the various education associations within the Dominion of Canada. Although the idea of such pioneering action was most commendable, it met with delays and discouraging reports. At the Provincial Association of Protestant Teachers' convention in Richmond, Quebec, a year later, no progress could be reported, and the committee was asked to continue for another year. At the 1869 Provincial Association of Protestant Teachers' convention it was reported that it was unlikely that such an organization as a Dominion Educational Association could be formed in the foreseeable future. Another twenty years passed before the same proposal was again put forward. This time, it was at a convention of the Provincial Association of Protestant Teachers, in 1889, at the McGill Normal School in Montreal. The proposal came in the form of an address by Dr. A.J. Eaton of McGill University on the subject of a *Dominion Conference of Teachers*. The PAPT executive decided to take action on the suggestions contained in his address.

A year later (1890), the Quebec Association adopted a resolution to the effect that:

The Honourable W. G. Ross, first president in 1892

We inform the Ontario Teachers' Association[1] that we have the honour to acknowledge the receipt of the resolution, of the Ontario Association[2] and hereby give our assurances of a hearty co-operation in the formation of a Dominion Teachers' Association.

Thus, the groundwork was finally laid for the formation of what was to become the Dominion Educational Association, later to be known as the Canadian Education Association.

Dominion Educational Association Organized - 1891

The first formal and decisive step was accomplished on July 16, 1891, when Canadian teachers attending a convention of the National Education Association of the United States held a meeting in the Toronto Normal School, with W. MacIntosh, president of the Ontario Teachers' Association, as chairman. Numerous provincial educators spoke in favour of a Dominion Teachers' Association. The Honourable G.W. Ross[3] of Ontario put forth the strongest proposal.

Two days later, July 18, at a subsequent meeting, the following resolution was adopted:

That in the opinion of the representatives from the different provinces of the Dominion present, it is desirable that an association for the teachers of the Dominion of Canada should be formed to be called the Educational Association of the Dominion of Canada.

It was reported that "The resolution was carried unanimously and with much applause, all agreeing with the view, expressed by several of the speakers, that the time for action had come."

A provisional council was appointed consisting initially of the superintendents or acting ministers of the various provinces, the presidents of the universities of the Dominion, the principals of the normal schools or schools engaged in the teaching of pedagogy, and the presidents of all existing teachers' associations throughout the Dominion. This council elected a slate of officers

1. Later named The Ontario Educational Association.
2. Expressing readiness to consider forming an Association.
3. The Ontario Minister of Education who was later known as the Father of the DEA.

with the Honourable G.W. Ross of Ontario as president; the superintendents and acting ministers of education as vice-presidents; the Reverend E.I. Rexford, Montreal, as secretary; E.W. Athy, Montreal, as treasurer. Committees were appointed on a constitution and a program, and an executive committee was named, to fix the time and place of a meeting and to look after entertainment and transportation.

In the words of Dr. F.K. Stewart, "This, then, was how the Dominion Educational Association was provisionally established in 1891. It was formed as the result of strong efforts of teachers' organizations to unite for the advancement of education. In this undertaking, they obtained the support of ministers and superintendents of education, who assumed responsibility for the organization, an arrangement that the teachers of that period both favoured and took for granted."

The DEA: A General Education Association, 1891-1913

It is interesting to recall at the outset that the Association was one for general educational concerns for the first 22 years of its existence (1891-1913), during which time it held eight national conventions. Thereafter, it became a representative association. The first convention of the DEA was held in the high school buildings in Montreal, July 5-8, 1892. The minutes, addresses, papers and discussions were published in 1893 in an impressive cloth-bound book of 302 pages, including an index and a list of members.

The official beginnings of the DEA are being celebrated by the Canadian Education Association in its centennial observation in both 1991 and 1992, and the 1992 CEA convention is being held in Montreal, as was the first DEA convention one hundred years previously.

It is evident from the educational reports of that day that much was expected of the new organization. Strong support was especially evident in Quebec, according to *The Educational Record*, a journal of the Quebec Department of Education (Protestant), which reported in May 1892 on the preparations for the DEA's first convention.

> *The Roman Catholic and Protestant Committees of the Council of Public Instruction of the Province of Quebec at a recent meeting*

heartily endorsed the movement, and a deputation of both committees waited upon the government in favour of a grant-in-aid of the funds of the Association. The Association will meet with the cordial support of all sections of this Province, and we shall have the unique spectacle of all sections of our Dominion's population, Roman Catholic and Protestant, French and English, from one end of the Dominion to the other, meeting together in friendly discussions of the best methods of promoting educational progress in the several provinces of the Dominion. This itself is sufficient to command the hearty support of every true Canadian.

The first convention opened on July 5, 1892, with an address of welcome by Sir William Dawson, principal of McGill University, followed by addresses of welcome by educational leaders representing both Roman Catholic and Protestant teachers in the Province of Quebec, as well as by superintendents of education in both Nova Scotia and New Brunswick, and by the president of the Ontario Teachers' Association.

On the second day, there was a report of the first draft of the constitution, which was referred to an interprovincial committee. This committee then reported on a constitution for the Association, and their recommendations were adopted. It is especially worthy of mention that at this first convention of the DEA, on motion of the Honourable Gédéon Ouimet, Superintendent of Public Instruction, Quebec, seconded by Dr. J. R. Inch, Superintendent of Education for New Brunswick, it was unanimously resolved that the constitution and by-laws should be translated into French and entered in the minute book in that language, and that the name of the Association in French should be L'Association d'Éducation du Canada. Thus, the Association has operated, in part, in both official languages since its very first convention.

Today's educators may wonder what topics occupied the attention of educationists at a convention one hundred years ago. The committee on resolutions at that convention reported the following, which is recorded here to provide the flavour of the first convention deliberations:

Appreciation was recorded of university extension work; regret was expressed that it should seem necessary for universities to give instruction in secondary school work - the universities should "devote their energies to the higher departments of culture"; and the universities should "agree to adopt a common standard of matriculation." Other resolutions dealt with the overlapping of the work of elementary and high schools, the importance of thorough

inspection of public and high schools and the need for uniform nomenclature from province to province in designating schools. The prevalence of truancy and irregular school attendance was deplored, and it was suggested that laws relating to these be made more exacting. It was further believed that more adequate facilities should be provided for teacher training and that kindergartens should be established as part of the school system in all provinces.[4]

In addition, two resolutions that were passed were to continue to receive the attention of CEA convention delegates many times in more recent years. One concerned the attainment of pupils who transferred from one province to another. The other had to do with the need for the various provinces "to assimilate the requirements for teachers' certificates and to provide for recognition of them throughout the Dominion." Both resolutions were referred to a committee of the ministers and superintendents of the various provinces.

Still another matter occupied the thoughts of that first DEA convention in 1892 - a history of the Dominion of Canada, then in only its 25th year of existence. It was agreed to offer a prize for that history, and it was later recorded in the DEA records (1918) that $2000 for this purpose was contributed by all the provinces in 1893. The first prize was awarded to Mr. Clements of Toronto, and his history was published in 1897 and adopted as a text book by several provinces. However, in a few years the book was regarded as out of date and was discontinued.

It is not our intention to dwell in detail on the deliberations of every convention of the DEA, and later of the CEA, but rather to identify convention highlights that reflect the major emphasis and elements of the growth of the Association. More detailed information is available to the reader in Dr. F.K. Stewart's publication *Interprovincial Co-operation in Education: The Story of the Canadian Education Association.* It does seem appropriate, however, to include some of the information about the very first convention of the Association in the summer of 1892 in the hope that today's CEA members, and especially those attending its 1992 centennial convention in Montreal, find it interesting and useful.

The second convention of the DEA was held in Toronto on April 16, 17, 18, 1895, and was in conjunction with the annual convention of the Ontario Educational Association. In light of the impressive inauguration of the DEA,

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4. F.K. Stewart, *Interprovincial Co-operation in Education* (Toronto: Gage, 1957), pp. 12-13.

much could have been expected of this second convention, three years later. It appears, however, from the record of that joint convention, that there was little, if any, follow-up to the DEA proposals of 1892. In fact, unfortunately, it is difficult to distinguish the DEA from the OEA proceedings in the convention record.

Certainly the second DEA convention gave no evidence of progress over the first. However, it is likely that the 1895 convention was a useful one in that it introduced the practice of regular national conventions for the DEA, thereby helping to establish this phase of the new association's operation. Dr. A. H. MacKay, speaking on behalf of Nova Scotia, remarked, "We are especially proud of Ontario's Minister of Education,[5] and the whole Dominion of Canada owes a great deal to him for his initiative in forming the Dominion Educational Association."

The third DEA convention was held in Halifax from August 2-5, 1898. Although there may have been some confusion in the records of the joint meetings of the OEA and the DEA in 1895 about the progress of the DEA, no such problem existed with the records of the Halifax convention. Printed in 1900, the record is contained in a bound volume of 363 pages, plus 88 pages of introduction.

Noteworthy events at this convention included a change in the DEA constitution specifying that not more than three years should intervene between two general meetings or conventions. Included in the resolutions that received endorsement at this convention were recommendations that universities and colleges provide for the teaching of pedagogy, that a committee consider and report upon the establishment of a central bureau of eduction for Canada, and that the school day immediately preceding May 24 be set aside as "Empire Day." It was further resolved that teachers be engaged for character, manners and competence rather than on considerations of low salaries.

At this convention, Dr. J. M. Harper, Inspector of High Schools for Quebec (Protestant), gave an address on the subject of *A National or Central Bureau of Education for Canada*. It referred to the usefulness of the United States Bureau of Education at Washington, D.C. This subject was long to be a recurrent theme at future DEA convention. Attendance at this convention was reported as "exceptionally large," though the specific number was not given. It appears to have been a well organized and useful conference, furthering the work of the DEA.

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5. The Honourable G. W. Ross, first president of the DEA, elected in 1892.

The fourth convention was held in Ottawa from August 14-16, 1901. The report of the proceedings notes that attendance at this convention was considerably smaller than at the previous conventions because of a somewhat smaller reduction in railway rates than had been expected and because the date was unsuitable to "many intending delegates." Dr. F.K. Stewart indicates in *Interprovincial Co-operation in Education* that "It is suggestive of the casual nature of the organization of the DEA that no member of the committee (appointed at the 1898 convention to report on three matters of business) was present at the 1901 convention and the matters under the committee's consideration were consequently postponed to the next convention."

Among the resolutions at this convention was one endorsing efforts to remove illiteracy among labour groups in newer districts in Canada through elementary instruction and travelling libraries. A second significant resolution established a senior committee to study the matter of a Dominion registration of teachers. This resolution related to the possible interprovincial recognition of teachers' certificates, a topic that continued to occupy the attention of meetings of both the CEA and the Canadian Teachers' Federation for many years to come.

It was at this convention that one of the most significant addresses yet to be delivered to the DEA, in light of both its later history and later interprovincial developments in education, was made. It was given by Dr. J. M. Harper on *An Educational Bureau for the Dominion of Canada*, and he dealt more specifically with it than he did at the DEA convention in 1898. Dr. Harper proposed that such a bureau be established by the federal government along the lines of the Bureau of Education in the United States. He also noted that a deputation from his committee, appointed at the last convention, had met with Sir Wilfrid Laurier, the Prime Minister, concerning this matter.

There was some disagreement, however, with this proposal in that the Quebec representative, the Honourable Boucher de la Bruère, announced that the Catholic Committee of the Council of Public Instruction in Quebec had considered the idea in May 1899, and had adopted a resolution that the establishment of a federal department was neither constitutional nor desirable.

Thus, early in the life of the DEA, there arose the topic of a federal office of education for Canada as a whole, a subject that was to reappear many times through the years as a significant issue for the CEA as well as for the provinces and for the federal government.

Winnipeg in July 1904 was the site of the fifth convention of the DEA and it was at this meeting that the proposal was made that the conventions be

held, if at all possible, every two years rather than every three. Resolutions at this convention urged better moral instruction in schools, more generous financial aid for education, and greater emphasis in Canadian schools on patriotism.

It should, perhaps, be noted that French-speaking Quebec was not represented in 1904 at the Winnipeg convention, nor was it represented again until 1917, though it had been represented at the previous conventions.

There were no significant resolutions but many addresses at the sixth convention in Toronto, held from July 10-13, 1907. The Honourable R. A. Pyne, the Ontario Minister of Education, in his welcoming address stressed the importance of industrial and agricultural education, topics which were to be extremely important ones for education in future years of the 20th century.

The seventh convention, held in Victoria, British Columbia, from July 13-16, 1909, was regarded as the most significant convention yet in the history of the DEA. Reported to be brisker and better organized than any convention since 1898, it opened with two addresses of welcome and five replies (a customary procedure in those days). The proposals at the Victoria convention are so relevant to later developments in the CEA that they are quoted fully as follows:

1. *Appointment of a permanent secretary at a fixed salary, devoting if possible his whole time to the work.*
2. *Systematic effort to enrol every teacher in the Dominion, and every other person vitally interested in education, as permanent members of the DEA.*
3. *The holding of a convention at least once in two years.*
4. *A special committee to be appointed to prepare convention programs for every department of the DEA, the chairman of the committee and a majority of the members to be within easy reach of the place where the convention is to meet. The President of the Association, the general secretary, and the chairman of each section, to be ex-officio members of such committee.*
5. *Each provincial government to send at least one special representative to every convention and to pay the expenses of this delegate.*
6. *Effort to keep members fully informed about educational affairs at home and abroad through:*
   a) Publication in book form of the full report of proceedings and addresses at conventions of the DEA;
   b) Publication of an annual report summarizing the condition of progress of educational affairs in each province;

c) Publication of a high-class education monthly or quarterly discussing national problems of education from a national point of view;

d) The secretary of the Association to be editor-in-chief of publications.

7. *Increased revenue to be derived as follows: a) Annual fees from increased membership; b) Increased provincial grants to be paid annually.*
8. *Strong and united effort to induce the Dominion government to establish a bureau of education at Ottawa, similar to the U.S. Bureau of Education at Washington*
9. *Changes in the constitution of the DEA in harmony with the foregoing proposals.*
10. *Appointment of a representative committee at the Victoria meeting to assist in carrying out the suggestions, approvals and to report progress at the next meeting of the Association.*[6]

Numerous convention speakers made strong representations supporting these proposals; there was particular support for an association secretariat, and for increased revenue through annual provincial grants. Again, the matter of a federal bureau of education received support and Dr. A. H. MacKay (Nova Scotia), one of the most active supporters of DEA, thought this should become a reality. However, he felt that if it could not, then there should be representative meetings through the DEA, and also a bureau at Ottawa for the collection of statistics. His was an accurate prediction of what would eventually take place.

The ground work for a strong, service-oriented, educational association was proposed at the Victoria convention of the DEA in July 1909. Unfortunately, many of these good ideas were a long time in becoming reality, and it was only in 1945, thirty-six years later, that the CEA secretariat was established and, with it, many of the services to education in Canada as foreseen at the 1909 convention.

Dr. F.K. Stewart records in *Interprovincial Co-operation in Education* that "the development in thinking on the function and the potentialities of the DEA as an organization reached a peak at the Victoria convention in 1909 which it did not again attain until 1942." Unfortunately, there was little follow-up activity on the momentous discussions taken at this convention. Seldom has so

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6. F. K. Stewart, *op. cit.*, pp. 20-21.

much discussion resulted in so little immediate action. In terms of the future development of the Association, however, the Victoria convention decisions had far-reaching impact indeed.

The eighth convention of the DEA was held in Ottawa from August 20-23, 1913. It had been planned for 1911 but, for various reasons, was delayed. Thus, four years had elapsed since the landmark convention in Victoria, British Columbia. A highlight of the 1913 convention was the report of the Royal Commission on Industrial Training and Technical Education, a summary of which was available to the conference delegates. As well, a matter of considerable importance was addressed at this convention in a series of proposals by Dr. A. H. MacKay, Nova Scotia delegate, who continued to advocate some co-ordinating agency in Canadian education.

In his address entitled "Are There Any Advantageous Co-ordinations Practicable Between the Educational Systems of the Provinces?", Dr. MacKay recommended the following actions: (1) community of textbooks; (2) uniform standards for matriculation and professional training; (3) a Dominion Education Bureau similar to that at Washington; and (4) development of the Dominion Educational Association into a body of representative and advisory character rather than a general association.

His fourth proposal was most significant for the future development of the Association. He thought that "it should have more a representative, co-ordinating and advisory character" rather than become a "generalized provincial educational association." In this spirit, Dr. MacKay believed that future DEA meetings should be primarily for representatives from each province, "including ex-officio representatives from each education department" who should meet annually. It was reported that this view was supported by Dr. W. S. Carter, Superintendent of Education for New Brunswick.

There seems to have been general agreement with this proposal, and the 1913 convention of the DEA marks a milestone in its existence, in that it changed from being a *general educational association to one of a representative character*. Among the resolutions put forward at the 1913 convention was one from the Board of Directors to the effect that it favoured the idea of the appointment of a permanent secretary to carry on the work of the Association between conventions. Thus, the idea expressed at the Victoria convention of 1909 was being strengthened, though it would be more than 30 years before an Association secretariat would become a reality. He further indicated that, as for statistics, the federal government already had the power to collect these, and Quebec would co-operate "within this just purpose."

Since the idea of a federal office did not get anywhere, the DEA was forced to consider other methods of educational contact and liaison. As a result of a lengthy discussion on the future of the Association, it was felt that: 1) Ottawa was the best place to meet; 2) the meeting should be representative; 3) the deputy ministers should meet at least once a year; 4) the Association should separate itself from meetings of local associations and carry on its own programs.

An interesting and hopeful development associated with the 1917 convention was the first indication of interest by the Dominion Bureau of Statistics in discussing with representatives from each province the possibility of developing a branch of Canadian educational statistics. (The Educational Statistics Branch of DBS was, in fact, established in 1919.)

A new constitution was adopted on November 21 at the tenth convention held in Ottawa in 1918. It gave the Dominion Educational Association a new name - *The Canadian Education Association* - and made the organization representative of each province. From this date on, the organization has been known as the CEA (except for the years 1938-1946 when it briefly became became the Canadian and Newfoundland Education Association).

The substantial part played by the CEA in the establishment of the Education Division of the Dominion Bureau of Statistics is mentioned ever so briefly in the 1918 convention proceedings. The president, Dr. W.S. Carter, indicated that the Association was asked if it would approve, in the form of a resolution, the collection of educational statistics. If so, the Bureau (DBS) would appoint some person competent in education to file such statistics. The CEA recorded its approval.

A Static Time for a Representative Association, 1917 - 1934

The ninth convention had been held in Ottawa, January 31 and February 1 and 2, 1917, the first to be held in mid-winter. It was notable for the attendance of the Quebec Superintendent of Education. Catholic Quebec had not been represented at a DEA convention since 1901.

A feature of this convention was that, for the first time, each department of education was represented by an official delegate who was so named. The attendance was small, but it included inspectors of schools as well as department representatives, persons who held positions of considerable influence. At this

convention, it was resolved "that the Dominion Educational Association consist of representatives of provincial departments of education, representatives of school inspection and supervision and other phases of school administration, representatives of associations of trustees, and representatives of normal schools and university departments of education." Thus the decision, taken at the 1913 convention, with respect to the DEA becoming a representative educational association, became reality at the Ottawa convention of 1917. Once again the matter of a national bureau of education was raised for discussion, this time, in an address by Dr. H. L. Brittain entitled "A National Clearing House for Education." It would, he said, serve three functions:

(1) for the study of educational reports, magazines and general literature, for the digesting of these, and making the information available to education authorities and students;

(2) to act as a clearinghouse of information for educational authorities and teachers;

(3) to make field studies of educational experiments and tests at the invitation of provincial authorities.

Once again, the idea "perished on the rock of the constitutional argument of provincial autonomy in education".[7] The Quebec delegate pointed out that the suggestion had arisen at the DEA conventions of 1898 and 1901, and that the Quebec Catholic Committee's views of May 1899 on the subject had not changed. It is recorded by Dr. F.K. Stewart that the tide in the affairs of the CEA, never in flood in its first half-century, was at its lowest ebb in the 1920s. Little progress can be discovered in the records of the CEA from 1922 to 1929 inclusive. It appears from the records of the conventions of the 1920s that the CEA "entered a period of eclipse - though perhaps it could not be said to have shone too brilliantly before then. The problem of the federal bureau and the frustrations and failures in resolving it caused the Association to lose heart and confidence."[8] The years 1918 to 1934 also mark a period of very little activity by the Canadian Education Association. This was the "low period" of the CEA in its hundred year history, and it began to recover some of its dynamism only with its conventions of the mid-1930s.

The following brief references to the CEA conventions of 1922, 1925, 1927 and 1929 will serve to ensure that this account records all of the Association conventions of this period. Between November 22, 1918, and November 10, 1925, there was only one meeting - a brief one - held in Ottawa on November 1, 1922. This is recorded as the eleventh convention.

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7. Presidential address at the 1956 CEA convention by Allan McCallum, Deputy Minister of Education, Saskatchewan.

8. Allan McCallum, *Ibid.*

Conventions were held successively in Ottawa in 1913, 1917, 1918 and 1922. So too was the the twelfth convention in November 1925. By some curious error in the recording of this convention, it was referred to in the CEA records as the thirteenth convention. This error has since persisted, so that numbers given to successive conventions have actually been one higher than should be the case. Thus the succeeding conventions of the 1920s were given the "new" numbering system. The 1927 convention in Winnipeg was known as the fourteenth, and the 1929 convention in Montreal as the fifteenth.

A Re-vitalized Canadian Education Association, 1934-1945

Three conventions were held by the CEA during the 1930s — the sixteenth convention in 1934 in Toronto, the seventeenth in 1936 in Regina and the eighteenth in 1938 in the Maritime centres of Halifax, Saint John and Charlottetown.

Five years had elapsed before the Toronto convention was held in November 1934. Possible reasons for the Association's failure to meet during that period included the "lassitude of the twenties, the hope that the National Council of Education (formed in the early 1920s) would establish a central education office, and the onset of the depression."[9]

Whatever the reason, the delay may have served a useful purpose, for it was in the '30s that the Canadian Education Association became revitalized and began to show a sense of purpose and direction that led to the momentous decisions of the 1940s and the turning point in the life of the Association.

One can only speculate as to why, in its more than 40 years of existence, the CEA finally achieved a "coming of age" that resulted in its first really substantial activities. Though leading educators who were thoughtful and well-meaning persons had always been CEA members and advocates, many with grand ideas and high hopes for the Association, they, as they said in 1909, "felt academically that the organization was needed but had no strong conviction that they as individuals ought personally to do anything about it."[10]

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9. F. K. Stewart, *op.cit.*, p. 35.
10. *Ibid.*, p. 25.

The 1930s and 1940s saw the fortunes of the Association take an upswing, probably because of a number of forward-looking educators across Canada, who held the CEA in high regard, and set out to see that it achieved its potential for service to education in all provinces. It appears from the CEA records of those years that this kind of vision and dedication was what enabled the Association to take on a character of greater meaning and service.

One such educational leader was G. F. McNally, Superintendent of Education for the Province of Alberta, who suggested, at the 1934 convention, the appointment of committees that would attempt to solve certain specific educational problems in which all provinces were interested. He expected that "reports from such committees would give to the convention a purpose and a value which it at present lacks."

Mr. McNally's proposal offered a practical procedure to accomplish the aim expressed by the president, H. H. Shaw, in his opening address at this convention:

> *We aim to foster, in all the provinces, the same ideals. It is therefore essential that those responsible for the schools in one province should learn the nature and direction of progress in the schools of the other provinces and localities. This is the peculiar function of our Association.* [11]

A resolution passed at this convention expressed the growing feeling of educators at that time that there should be a closer relationship among the various educational interests of the provinces of the Dominion, and that this should be fostered by a frequent exchange of opinions. Other resolutions showed the delegates were interested in using the CEA as a means of obtaining information that they believed would be of value to them. At the next convention, held in Regina in 1936, an important and well attended one, the committees appointed at the previous convention actually reported on such information topics as high school graduation requirements, admission requirements for the normal schools, and provincial examinations. This was one of the CEA's first substantial activities. The convention was now serving a tangible, useful purpose, as Mr. McNally in 1934 had proposed it should.

At the same convention, a Canadian Teachers' Federation representative proposed on behalf of the CTF that the CTF and CEA co-operate in establishing a bureau of educational research by appointing a committee to study the

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11. *Ibid.*, p. 35.

possibility of forming a Dominion Bureau of Educational Research. The convention agreed to do so.

Each provincial department of education had made a modest grant to the support of the CEA between 1934 and 1936. This was indeed a substantial gain for the Association, and a step toward the goal of provincial support to be achieved in the decade of the 1940s.

The last CEA convention before the outbreak of World War II was held in August 1938 in the Maritime Provinces. Called the "Peripatetic Convention," it rotated among Halifax, Saint John and Charlottetown, meeting in Halifax on August 15 and 16, in Saint John on August 17 and 18, and in Charlottetown on August 19. Delegates, en route from Saint John to Charlottetown, stopped at Sackville, where they were guests at the summer convocation of Mount Allison University.

Although the attendance at this convention was small (only 58 delegates), many of the most influential figures in Canadian education at that time attended. These included a number of senior Ontario officials as well as the deputy ministers of seven other provinces. B. O. Filteau and Dr. W. P. Percival of Quebec, and L. W. Shaw, Director of Education in Newfoundland, were there. Present also were the Deans of Education at the Ontario College of Education (Dr. J. G. Althouse), the School of Education, University of Saskatchewan (Dr. F. M. Quance) and the School of Education, University of Alberta (Dr. M. E. LaZerte). These educational leaders, among others, figured prominently in the life and work of the CEA during its period of revitalization.

A resolution was adopted that a Canadian Council for Educational Research be established and it was left to the CEA Board of Directors to plan its organization and support. Initial funding was announced from the Canadian Teachers' Federation, and in the following year (1939), substantial funding was made available by the Carnegie Foundation. A significant event at the 1938 convention was the wish expressed by Newfoundland through its Secretary of Education, Dr. L.W. Shaw, to become associated with the Canadian provinces in the CEA. There was general agreement, and the constitution was amended to permit this change in membership. The name of the Association was changed from the Canadian Education Association to the Canadian and Newfoundland Education Association. This name lasted for eight years until, at the 1946 convention, it was changed back again to the CEA, when a revised constitution was adopted.

An interesting appointment at the Directors' meeting immediately

following the convention was that of Dr. J. G. Althouse as "secretary-treasurer" of the CNEA.[12] The Directors began to meet between conventions and it was agreed to have a standing executive committee which would meet from time to time, as requested. Thus, the Association was rapidly becoming better organized and more purposeful in its role in interprovincial educational matters, with the new secretary-treasurer taking major responsibility in initiating action.

It was planned that the next convention be held in Victoria in 1940, but World War II intervened, and the CNEA convention was delayed. It met, instead, in Ottawa in 1941 and, other than proposals for the expansion of the CNEA so that it might be of greater service, the principal topics at this convention were education for citizenship, appreciation of democracy and the re-establishment of veterans following the war.

At the nineteenth convention, in 1941, for the first time since the Association had become a representative organization, the delegates divided themselves into various panels for purposes of group discussions. Group reports were presented and discussed. This feature was given general approval and it was suggested that it be continued in the future.

One other indicator of the strong feeling of support for the emerging revitalization of the Association put forth at this convention was a resolution calling for the executive to "enquire into the possibility of securing the funds necessary to engage a permanent secretary for the Association and that, if the money can be obtained, a secretary be sought and appointed by the executive committee." A noteworthy decision taken at the 1941 convention was to amend the constitution to provide for annual, instead of biennial conventions. From then on, the Association met in convention yearly (with the exception of 1945).

Then came the great twentieth convention of 1942 in Victoria. It was noteworthy for several reasons. First, Principal Cyril James of McGill University, in his keynote address, asked the CNEA, in his capacity as chairman of the Dominion Committee on Post-war Reconstruction, to appoint a survey committee to study the whole question of education in post-war reconstruction, and to "ascertain the chief educational needs of the Dominion of Canada."

During the Victoria convention, the Board of Directors considered this request, along with a request by several national educational associations, that

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12. Dr. Althouse served as secretary-treasurer until 1943, when he was succeeded by Dr. C.E. Phillips.

a central bureau of education be established by the CNEA. The Board adopted two resolutions:

1) that a survey committee be appointed to prepare a report on the chief educational needs of the Dominion of Canada, and

2) that the CNEA immediately establish a permanent secretariat of education in Ottawa. The purposes of the secretariat were:

a) to be a medium of expression for the departments of education and the major national educational organizations in matters of common education concerns;

b) to confer with, co-operate with and advise the various committees and departments of the federal government on educational developments, activities and needs in times of both peace and war;

c) to serve the departments of education and the national educational organizations as a central agency for the dissemination of information;

d) to promote generally the cause of education throughout the country.

The CNEA did appoint a survey committee, which worked seriously at its task, and reported in the spring of 1943. Its report was to serve as a blueprint for Canadian education following the war. Some 10,000 copies of the *Report of the Survey Committee* were printed and they were widely read and well received. The report was an important achievement of the CNEA, for it showed that the provinces could work together on a specific task in education. Thus it had a great effect on the future development of the Association.

Members of the committee were educational leaders of that period who had great influence on the development and expansion of the Association: Dr. W. P. Percival (chairman), Dr. J. G. Althouse (secretary), B. O. Filteau and Drs. Fletcher Peacock, G .F. Rogers and G. F. McNally. In addition, representatives were named by the Canadian Teachers' Federation, Home and School, the Canadian Association for Adult Education and the national Conference of Canadian Universities. The recommendation that a secretariat be established immediately was hailed as a milestone in the life of the Association. This was a bit premature, however, as it would be a further three years before it happened, and longer still for it to expand in order to provide a broad range of educational services across Canada.

Nonetheless, it was a long step in the right direction and the CNEA named a committee with authority to establish the permanent secretariat, subject to the approval of the executive committee.

The twenty-first convention in October 1943 at Quebec received and commended the work of the survey committee, which, during the past year, had produced its 84-page report, and had delivered it to Dr. Cyril James in the spring of 1943. In 1944, *Trends in Education*, to keep interest aroused, was published.

Thus the Victoria convention of 1942 was most noteworthy in that it took decisive action to set in motion the activity that would shortly result in advancing the work and influence of the organization.

The establishment of a national advisory council on school broadcasting, recommended to the CNEA in an address by R.S. Lambert, was approved at the 1943 Quebec convention. Also, the appointment of a committee to study the matter of textbooks for Canadian history was proposed. A third proposal had to do with bringing the CNEA convention to the attention of the urban superintendents and inspectors to encourage them to attend.

An important resolution was proposed by Dr. McNally that the president appoint a special committee on finance, with a particular term of reference, to consider regular and equitable contributions from the provinces for the support of the work of the Association, and to make recommendations. When the executive committee met following the convention, they considered the need for an educational policies committee, with the object of once or twice a year publishing a statement that would serve to give educational leadership, and to act as a unifying influence. It is worthy of note that Dr. Fletcher Peacock, the Chief Superintendent of Education in New Brunswick, and one of the great supporters of the Association, who was to become its president a year later, commented that the history of the CNEA showed "too little important work carried to an effective conclusion"; he hoped that the present meeting would mark a point of departure instituting a vigorous policy of leadership.

Thus greater direction was emerging for the CNEA, with considerably stronger leadership than had been evident throughout its earlier years. The conventions of the 1940s were building on the groundwork that had been laid from 1934 onwards, and were approaching the formation of a secretariat with a central office and staff to conduct the business of the association and to offer educational services interprovincially.

In 1944 the twenty-second convention of the CNEA was held in Toronto, October 11-13. It was a large convention with 236 members, nine associate members and one visitor in attendance. For the first time in the history of the Association conventions, the president, Dr V.K. Greer, reviewed the substantial activities of the CNEA over the past year. He attributed the growth of the

Association to the decision taken in 1941 to hold annual conventions and to the development and publication of the landmark report of the survey committee on the chief educational needs of the Dominion of Canada.

After reviewing ten major CNEA activities of 1943-44, Dr. Greer said.

> *No other body is equipped to perform the functions of interchange, distribution and co-ordination better than the CNEA. No other body enjoys the confidence of all departments of education and other provincial and national bodies to the extent that the CNEA does. No other body is as free from federal control as the CNEA.*[13]

One of the activities mentioned by the president was the establishing of the Canada - United States Committee on Education. This was active until discontinued by its sponsor, the American Council on Education, in 1961.

At this important convention, Dr. Fletcher Peacock was elected president. On behalf of his own minister and the Board of Directors of the Association, he made two appeals to all departments of education:

1. that they utilize to the full the services which the CNEA can provide to co-ordinate effort and to strengthen the influence of education with the public and with all civic and governmental authorities throughout the country;
2. that they give the Association adequate financial support.

During the following year (1944-1945), the policy of printing the directors' and executive committee's minutes was continued. They show that an amount of $1,000 was included in the approved budget for travelling expenses for the president so that he might visit all provincial departments of education to secure the greater financial support needed by the Association.

Even though the policy of annual conventions had been adopted at the 1941 convention, because of the problem of transportation and accommodation after the war, it was agreed the 1945 convention be cancelled. Arrangements were made instead for a meeting of the Board of Directors in November of that year.

The intervening two years between the conventions of 1944 and 1946 were busy ones for the directors and the executive, and several meetings of both groups were held at which major decisions were made. It is recorded that five

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13. Cited in F.K. Stewart, *op.cit.*, p. 48.

important meetings of the executive committee were held during this period: in November 1944 and in March, April, June and August of 1945. There follows a brief description of the historically significant action taken at these meetings.

1) At the executive meeting of November 20, 1944, there was discussion on the establishing of an international office of education. In the interests of national unity, the executive agreed as well to promote "pen-pal" correspondence and the interchange of teachers. Other decisions at this executive meeting included approval for the "early publication" of a quarterly journal, setting forth educational developments. To be known as *Canadian Education*, it was the forerunner of the present-day CEA quarterly journal, *Education Canada*, which continues to serve the same general purposes.

It was also agreed to seek funds for various CNEA activities and to encourage meetings of Ministers of Education from all provinces.

The president proposed approaching life insurance companies for financial support for research on health, and the Canadian Manufacturers' Association for research on vocational education. He also announced his intention of approaching school boards of cities of over 10,000 population for financial support for research and other activities, and to invite their chief education officers to attend the next CNEA convention.

Dr. Peacock indicated that his visits to the western provinces convinced him that the proposed budget for 1945 would be acceptable to the provinces and that there would be a 50% increase in 1946. Thus, the president took bold and decisive action in 1944 to further the work of the CNEA.

2) A second executive meeting was held on March 12, 1945. It was at this meeting that the executive took note of the president's success in obtaining the assurance of a budget that would permit the Association to employ a full-time secretary-treasurer, and recorded its congratulations! It was recommended by Dr. McNally that a full-time secretary should be appointed, and he suggested that the Association make an effort to obtain the services of Dr. C.E. Phillips, a professor at the Ontario College of Education who was already serving as part-time secretary of the CNEA.

3) The executive met again on April 9 and 10, 1945, in Toronto with high hopes of continuing the progress that had been initiated, but found themselves faced with a serious problem. B. O. Filteau, CNEA Vice-President and Quebec's Deputy Minister, expressed regret that Quebec would be unable to provide financial support to the CNEA as it was now envisaged. At the same time, Mr.

Filteau announced his resignation as vice-president and as a member of the executive.

This was discouraging news. Nearly 54 years had passed since the founding of the Association. In the early days of the DEA, there had been many attempts to establish a federal bureau of education, and it had come to be realized that this possibility had little hope of success. The time had at last arrived when the CNEA might hope to have its own secretariat financed co-operatively by the provinces. Thus, the withdrawal of support by Quebec was a serious blow indeed.

Upon reflection, however, the executive, noting that the other provinces had agreed to support the CNEA proportionately, decided to proceed with their plans without the support of Quebec. They would, of course, have very much preferred to have Quebec's support but they tightened their belts, so to speak, and moved forward. The executive made financial adjustments in the budget and continued to agree that a full-time secretary-treasurer should be sought. At the same time, it was agreed that the president should call upon Mr. Filteau to try to persuade him to continue as a director of the Association.

Establishing the Secretariat: 1945-1948

4) When the executive met again on June 18, 1945, they found their situation greatly improved. Mr. Filteau attended the meeting, announcing that "the government of Quebec would contribute to the financial support of the Association on the same basis as the other provinces." This was indeed good news! The executive agreed to recommend to the directors the appointment of Dr. Charles E. Phillips as the full-time secretary-treasurer at a salary of $6,000 a year, his duties to begin on September 1, 1945. Dr. Phillips had been serving as the first part-time secretary from 1943 to 1945, in contrast to his predecessors who had been honorary appointments. It must have been with great joy that the executive and the board of directors celebrated the occasion of the first secretariat and permanent office of the Association, more than a half-century after its founding.

The president announced that the Canadian Life Insurance Officers' Association would pay a grant of $10,000 for an extensive program of research on school health, and it was agreed to recommend Dr. A.J. Phillips, a lecturer at the Ontario College of Education, as director of the study, at a salary of $4,000, beginning on September 1, 1945. The CNEA secretary-treasurer would

"administer the funds and arrange for office facilities and services." Also, it was agreed to print the CNEA magazine *Canadian Education*, in the quantity of 2,000 copies.

5) The executive met once more in their busy and high achieving year of 1945, this time on August 14. It was announced that all directors had approved by mail the appointment of Dr. C. E. Phillips, and the executive proceeded to establish policies for the administration of the office.

The first issue of the new Association magazine was published in October 1945, marking the initiation of a long series of informational publications by the CEA in years to come. In light of the decision to cancel the 1945 convention, arrangements were made instead for a meeting of the Board of Directors that fall.

The directors met on November 19 and 20, 1945. Because there was no convention, the president, Dr. Fletcher Peacock, continued in office for a second year, and presided at this meeting with twelve directors present. It was reported at this meeting that the Board of Education of the City of Toronto was providing the CNEA with a school classroom,[14] rent free, as an office for the Association. Thus the first official headquarters of the Association came into existence on September 1, 1945.

A resolution was passed at this meeting to the effect that the Canadian Council for Educational Research should be disbanded, and that, in its place, there should be created a CNEA Research Council. Thus the Association was expanding its program to include research on school health, and later in other educational concerns as well.

At a meeting of the executive held on January 19 and 20, 1946, Dr. Althouse referred to a revised constitution that he was drafting for the Association for consideration at the next convention. He wished to ensure that "the vote at the convention would reflect the wishes of the provincial departments of education, and would also be representative of all organized education throughout the Dominion as a whole."

The Association had concluded an extremely busy and productive two years since the last convention in 1944 when its Board of Directors met in Edmonton on August 19, 1946, just before the convention. The new constitution was considered and approved, article by article, and clause by clause.

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14. The Ryerson Public School.

The twenty-third convention of the Association opened in Edmonton on August 20, 1946, and an important feature was the adoption of the new constitution. Revisions were made as a result of the expanded activities of the Association, the appointment of a permanent secretary, and the provision by the provinces of a budget to enable the organization to pay for a secretariat and central office expenses. This constitution placed the ultimate control of the Association in the departments of education.

The constitution provided also for individual members in the Association to include anyone interested in education who was a member of an association, such as teachers, school trustees, home and school members, university faculty members, or members of national or provincial education associations. With the new constitution, the secretary-treasurer, later the executive secretary, became a full-time paid employee of the Association and thus, an appointee of the Board of Directors. The constitution continued to be in both English and French, as it had always been.

Dr. Althouse explained that, with the consent of Newfoundland educators, the revised constitution was changing the name of the Association back to the *Canadian Education Association*, the title which had been adopted in 1918. The constitution made it clear, however, there was no thought of dropping Newfoundland from the Association.

Thus the Association, after a period of eight years (1938-1946) as the CNEA, became again the CEA, and has been known by this title for the remainder of its first century and, doubtless, will continue as the CEA as it enters its second century in the service of education in Canada.

A feature of this first post-war convention was Dr. Fletcher Peacock's presidential address, entitled "The CEA Looks Forward." It outlined the progress of the Association during the previous two years (1944-1946) and set forth the president's views and hopes for the future.

At the directors' meeting following the convention, the Honourable C. H. Blakeny, New Brunswick Minister of Education, recommended, on behalf of the four ministers present at the convention, that the CEA ought to establish an information service in education, develop further research programs, and promote teacher exchanges.

The CEA information service recommended by the minsters was developed in 1946 and 1947. To initiate the service, the secretary was asked to request deputy ministers to arrange for the monthly newsletters of their departments, as

well as other useful information documents, to be sent to the CEA office.

It should be noted that the CEA information service was financed from participating urban school boards in proportion to the number of their teachers. By March 1947, 19 school boards subscribed to this service and provided revenue of $3,000 to support it. It is interesting to observe that, 45 years later, in 1992, there are 120 school systems that benefit from the greatly expanded service, generating $127,000.

With the clerical assistance that the early grants helped to provide, a CEA newsletter was begun in November 1946. At first, it was a mimeographed sheet, but, beginning in May 1948, it became a printed document issued nine times a year. As well, periodic reports were prepared on subjects of special interest to school boards and departments of education, and sections of the CEA quarterly journal *Canadian Education* were devoted to articles on research. Thus began the educational information service for which the CEA has become so well-known through the years. The two-year period between the October 1944 convention and the August 1946 convention is remembered as the most productive era, to that time, in the history of the Association.

Setting up a permanent headquarters during this period, and the initiation of so many major programs and services really enabled the CEA to "come of age" as a very valuable service organization for all Canadian provinces.

During the fall of 1946 and the spring of 1947, more initiatives were taken. The Association agreed to take responsibility for an interprovincial teacher exchange program (for the promotion of Canadian unity) and a program for other English-speaking countries (see Chapter 2). Today, the CEA still co-ordinates provincial programs for exchange to the United Kingdom, the United States and the Federal Republic of Germany.

Dr. C. E. Phillips announced that he would be resigning as secretary-treasurer on June 30, 1947, as he would be returning to the Ontario College of Education from which he had taken a leave of absence to work for the CEA. Both Dr. Phillips and Dr. Peacock had played a major role in the early operation of the CEA's permanent office, and Dr. Phillips' resignation was received by the directors with considerable concern.

The CEA appointed a successor to Dr. Phillips, after an open competition, in the person of Freeman K. Stewart from Nova Scotia, his appointment having been approved by the directors by mail, to become effective June 1, 1947. Both Dr. Phillips and Mr. Stewart served jointly in the CEA office for the month

Dr. Charles E. Phillips, CEA's first full-time secretary-treasurer

of June before Dr. Phillips' retirement on June 30.

Freeman K. Stewart ably directed the affairs of the secretariat during the development and expansion period of the next 30 years, retiring in 1977 after a most successful term of office.

The twenty-fourth convention was held on September 11, 12 and 13, 1947, in Quebec City attracting 368 delegates. The most important matter discussed by the Board of Directors following the convention was the report of the budget committee. An increase in grants requested from the provinces, from the proposed $20,000 to $25,000, was agreed upon in order that a bilingual officer might be appointed to the CEA staff.

At their next meeting in Winnipeg, September 27, 1948, the directors heard that favourable replies to this financial request had been received from all provinces except Quebec and Manitoba. Later in 1948, both Quebec and Manitoba increased their contributions as requested.

Thus all Canadian provinces, together with Newfoundland, co-operated in the principle of paying grants to the CEA in amounts proportionate to their populations. The records show that provincial grants for the year ending December 31, 1948, totalled $25,963; Information Service grants from urban school boards amounted to $2,970.23; and subscriptions to *Canadian Education* together with membership fees amounted to $1,118.83. The sources of revenue provided an operating budget of slightly over $30,000. To quote Dr. Stewart, "Having regard to the amount of these receipts and to the responsible and reliable nature of their source, it may be considered that the CEA had achieved a reasonable degree of security as an organization and hence was assured of the

Dr. Freeman K. Stewart, executive director from 1947 to 1977

means of retaining a small staff and of carrying on a modest program of educational services to the provinces."[15]

So an important achievement in the life of the Canadian Education Association was in place by 1948. It was indeed a turning point in the fortunes of the Association which had struggled over the previous fifty-seven years to develop into a truly interprovincial educational service organization.

Its future now seemed secure, thanks in great part to the tremendous efforts on its behalf by outstanding Canadian educational leaders of the 1930s and 1940s.

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15. F. K. Stewart, *op.cit.*, p. 59.

The CEA convention in Toronto attracted over 1,000 people in 1968.

Chapter 2

Further Development and Growth Years - 1948 - 1977

THIS CHAPTER TAKES A LOOK at the further development and growth of the Association from 1948 to 1977, including its spectacular successes as well as some disappointing turns of events. It reviews as well the growth of some of CEA's major programs that were destined to have continuity in the service of Canadian education up to and including this centennial year.

The CEA development story from 1891 until the early 1940s hinged on decisions taken at its infrequent conventions. By contrast, this second stage of development does not touch on all the CEA conventions, which have been held annually at different locations in Canada since 1946. Rather it concentrates on major highlights, programs, policy and constitutional changes, achievements and success through the period as a result not only of convention deliberations, but of the effective, on-going work of the Association secretariat as well.

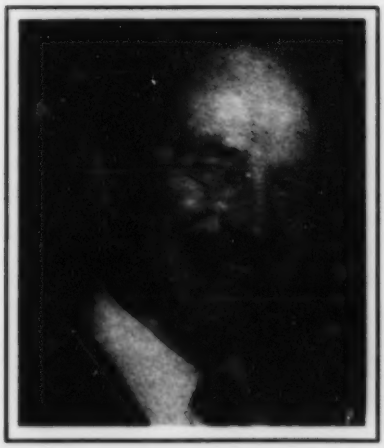
In addition to major emphases on Association activities described here, interested readers may enjoy examining the many interesting facts contained in Appendix C at the end of this book. There they will find a summary of significant facts and dates in the CEA's history as prepared by the late Dr. Freeman K. Stewart, long-time executive secretary of the Association, and by Merle Wherrett, CEA's former executive associate.

The CEA Short Course for Educational Administrators

The CEA Short Course in Educational Administration has been one of the most substantial activities of the Association. It arose from the CEA-Kellogg

Foundation Project in Educational Leadership which began in 1952. Its origins began a year earlier when the CEA executive secretary was requested by the executive to discuss with foundations in the United States the possibility of obtaining funds for educational research. The W. K. Kellogg Foundation was approached, and their representative indicated that they were not interested in research projects at that time, but might be interested in being involved in some sort of action program. Aware that the establishment of the larger unit of school administration was one of the most significant post-war developments in Canadian education, the executive secretary worked out, together with the Kellogg Foundation representative, a plan for a project with Canadian school superintendents in school supervision and educational administration. A detailed plan was then developed by the CEA, receiving Foundation approval in December 1951, for an amount of $230,282 over a five-year period from January 1, 1952, to December 31, 1956. As it developed, the Foundation was so satisfied with the program that it increased its grant to a total of $266,000 for this project.

The project met with great success, and, as a result, the Kellogg Foundation made a further commitment of $70,000 to the CEA for the expansion of its activities over the four-year period from January 1, 1957, to December 31, 1960. At the same time the Foundation made a grant of $127,000 to the University of Alberta, which co-operated with the CEA in a series of three-week short courses for school inspectors and an expanded graduate program in school supervision and educational administration. Dr. F. K. Stewart credited much of the success of the project to Dr. George E. Flower, its program director, who showed great skill in the administration and support of the project.



Dr. George E. Flower, director of the innovative CEA-Kellogg Foundation Project in Educational Leadership. This project began in 1952 to later evolve into the successful CEA Short Course held in Banff.

Basic to this program was a series of intensive short courses, first of three weeks' duration and later of two weeks' duration, under the direction of CEA staff employed specifically for the project. The courses were intended to serve four purposes, stated as follows:

> *1. To provide an opportunity for further exploration of problems in educational administration and supervision of concern to course members.*
> *2. To provide an opportunity for individual members to form definite plans for later local action.*
> *3. To provide members with an opportunity of gaining further understanding of philosophies and techniques of leadership, including group process, evaluation, and communication.*
> *4. To stimulate the intercommunication of educational ideas and practices between widely separated areas in Canada, and to look toward the tentative identification of emerging principles of supervision and administration in a Canadian setting.*[16]

Carmen Moir, CEA President in 1976-77, as well as chairperson of the Advisory Committee for the CEA Short Course in Educational Leadership, made this comment in his preface to the 25th Anniversary publication *Leadership in Action, The CEA Short Course, 1953-1977*: "Most senior educational administrators with departments of education and with larger school board jurisdictions in Canada are graduates of the CEA Short Course in Educational Leadership. I don't think there is much question about that - and this fact alone is enough to indicate how important an institution the Short Course has been." Mr. Moir went on to say, "We recognize, too, that few activities by the CEA or any other body have done as much to familiarize Canadian educators with their colleagues and with the school systems across this great country. The CEA Short Course has done much for education, much for educational leaders - and much for a sense of Canadian unity and purpose. Those who have attended this course are aware of and support the national dimension in Canadian education."[17]

It is reported that one of the bigger obstacles to a program of this nature was the sheer size of the country, and consequently the question arose as to how to meet the cost of bringing the administrators together. The solution was a system of equalized travel, on the principle that it should cost the same for the participant regardless of the province in which he or she lived; thus the

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16. *Leadership in Action, the CEA Short Course 1953-1977* (Toronto: CEA, 1977), p. 12.
17. *Ibid.* p. 5.

Newfoundland or New Brunswick delegate, for example, would pay the same amount as the delegate from Alberta or British Columbia. This principle, followed until 1992, was quite an innovation in the 1950s.[18]

The first five Short Courses were held annually in May at the University of Alberta in Edmonton from 1953 to 1957 inclusive. The next two moved to the University of Toronto in 1958 and 1959. In May 1960 the Short Course was relocated to Banff, Alberta, where it was held on the campus of the Banff School of Fine Arts, later known as the Banff Centre. This idyllic location proved so popular that the course has been held there ever since.

In acknowledgement of the many persons who have contributed to the program, Dr. Stewart, in the publication commemorating the CEA Short Course's 25th Anniversary, mentions in particular Dr. W. H. Swift, CEA President when the course was instituted, and Dr. G. E. Flower, the first director of the course and director of the CEA-Kellogg Project, 1952-1956. As well, he refers to the leadership shown by such educational greats and CEA supporters as Dr. J. G. Althouse (Ontario Chief Director of Education), Dr. Robert VanDuyn (Kellogg Foundation), Dean H. T. Coutts and Dr. Arthur Reeves (University of Alberta). The names of many others who made great contributions to the Short Course appear in the 25th Anniversary publication.

At the 25th Anniversary of the CEA Short Course in 1977, it was noted that more than 2,000 persons had experienced the course over its life. In this centennial year, 1992 the 40th Short Course was held in Banff with approximately 53 Canadian educational administrators present, bringing the total of persons who have benefited from the course to date to 3,000.

This is a shining example of a CEA project that has continued through the years and is still a vibrant relevant program for Canadian educators. Such continuity speaks extremely well, indeed, for the foresight of the early planners of the course, as well as for the leadership and administration through its long history. It has certainly achieved a remarkable reputation for in-service training.

Major Outgrowths of CEA-Kellogg Foundation Project in Educational Leadership

Outgrowths of the CEA-Kellogg Project took two forms. First, within the CEA it was hoped to expand the CEA's function as a liaison and information

18. *Ibid.*, p. 12.

service, and to continue the current Short Course pattern for a number of years through the attendance of school administrators whose costs would be paid by provincial departments and local school boards. Second, it was hoped that the University of Alberta would establish a post-graduate academic program for training in school administration. Financial support was sought from the Kellogg Foundation for both of these outgrowths, and this support came, as noted above.

Interprovincially, there were a number of major outgrowths of the project. They include the following:

1. The *Canadian Association of School Superintendents and Inspectors* (*CASSI*) dates its beginning from 1951, the first year of the project. It was organized in September of that year, at the time when representative school inspectors were brought together to participate in planning for the CEA-Kellogg Project. As Canadian educational administrators will recognize, CASSI has since become CASA, the *Canadian Association of School Administrators*, which now has its central office in the CEA headquarters.

2. In June 1955, the CEA convened a meeting of deans of education and professors of educational administration in Toronto. This was as a result of the CEA-Kellogg Foundation project and was arranged by its chairman, Dr. George Flower. It was the first occasion for all such persons to meet together. In the following year, 1956, the *Canadian Conference of Deans and Professors of Education* was formed, an outgrowth of the project which has met annually as one of the Learned Societies.

3. The stimulus for a greatly expanded program of graduate studies in educational administration and supervision at the University of Alberta originated with the CEA-Kellogg project. With financial assistance from the Kellogg Foundation, the university gathered resources of staff, students and facilities, including generous funds for student assistance, reaching beyond Canadian university offerings in educational administration at that time.

4. The first meeting of city superintendents and directors of education of large city school systems was held in Toronto on December 4 and 5, 1961. Now known as the Urban Directors and Superintendents group, it has met annually since its founding, and in this centennial year, held its thirtieth meeting. In so doing it has served a most useful function in bringing together the chief executive officers of urban boards of education across Canada for sharing information on topics of particular concern and interest to them.

This, too, was originally an outgrowth of the CEA-Kellogg project. In 1960 the CEA executive secretary, noting that there remained an amount of $6,000 in the second and final grant to the CEA from the Kellogg Foundation, proposed and obtained approval from the Foundation to use this money to convene a meeting of superintendents and directors of education in cities having a population of 100,000 or more. The annual gathering has a high profile and is considered by its members to provide a most valuable experience.

Standing Committee of Ministers

The involvement of the Ministers of Education in the affairs of the CEA began in the mid-1940s, and continued, in increasing emphasis, through the '50s and '60s until the formation of the Council of Ministers of Education, Canada (CMEC) in 1967. Thereafter, the Ministers placed much more emphasis, naturally, on their own organization, at the same time maintaining an interest in the CEA, and in most cases continuing to attend the Association's annual conventions.

As early as the convention of 1944 it was agreed that arrangements be made for a meeting of the Ministers of Education at each future convention. At the next convention, held in Edmonton in the summer of 1946, four of the ministers were in attendance, and their spokesman, the Honourable C. H. Blakeny of New Brunswick, recommended, on their behalf, future CEA action in establishing an information service, inaugurating further research programs, and promoting a teacher exchange plan.

This was a landmark convention for several reasons, probably chief among which was the active interest shown in the CEA by the education ministers. A period of increasingly strong support by the ministers followed throughout the 1950s.

At the request of the ministers, who met at the 1947 convention in Quebec, the directors agreed to set up a study on the Status of the Teaching Profession, the chairman to be Dr. M. E. LaZerte of the University of Alberta. It was done, and followed by a second study leading to *Recommendations on the Teaching Profession*. Both studies were widely read and very influential.

Dr. F. K. Stewart, in his books, indicates the involvement of the Ministers of Education at the Victoria Convention of 1950 with reference to sending a CEA representative to international conferences, usually the International Bureau of Education Conference at Geneva. He also reports that, at the 1957 convention

The Standing Committee of Ministers of Education met in 1966 in Vancouver. The ministers that year were: back row (l. to r.) Randolph H. McKinnon, Alberta; Wendell W. Meldrum, New Brunswick; George Johnson, Manitoba; H.R. Valence Earle, Newfoundland; Gordon L. Bennett, Prince Edward Island. In front are George J. Trapp, Saskatchewan; Robert Stanfield, Nova Scotia; Len R. Peterson, British Columbia; Jean-Jacques Bertrand, Quebec; and William G. Davis, Ontario.

in Fredericton, seven Ministers expressed a wish to meet more often than once a year.

On the invitation of the New Brunswick Minister, the Ministers of Education met in Fredericton on April 29 and 30, 1959. At this meeting they proposed greater support of the CEA and more active involvement in it. At the convention that year they established a joint committee with the CEA to work out methods of co-operation and involvement. An outcome of the work of this committee was a recommendation that the CEA establish in its constitution a Standing Committee of Ministers responsible for education, who would elect their own chairman. This was accomplished when the CEA directors met in Toronto in September 1960, and the matter was approved by the convention which amended the CEA constitution accordingly.

Thus was established within the framework of the CEA the Standing Committee of Ministers; the CEA secretary was to be its secretary, and the CEA office served as its secretariat. Nine of the ministers were present at the 1960 convention. The first meeting of the Standing Committee of Ministers was on June 19 and 20, 1961, in Toronto, with the Honourable John P. Robarts of Ontario as the chairman. During the next four years the Standing Committee of Ministers became an important and active part of the CEA, but, as reported by Dr. Stewart, "two or three of its members became restless over this close association with the CEA."

The Standing Committee of Ministers found an increasing number of matters coming before it, especially because of the rising cost of education, rapid developments in vocational education, expansion of post-secondary education, more international conferences in education, and greater provincial dependence on federal government financial resources. Consequently, the ministers began to feel they needed a "clearer identity" in dealing with these matters, and eventually they established, in place of the Standing Committee, a Council of Ministers of Education.

A Council of Ministers of Education

Dr. F.K. Stewart records in some detail the increasingly important role of the Standing Committee of Ministers of Education, and its evolution to a Council of Ministers of Education, separate and apart from the structure of the CEA.[19]

19. F. K. Stewart, *The Canadian Education Association, 1957-1977* (Toronto: CEA, 1982), p. 35-40

The changes in relations of the education ministers to the CEA was brought about by the changing roles of the political forces responsible for funding many new and costly educational programs in all provinces. The CEA was essentially a body of provincial and local professional educators who administer education under the authority of the ministers or of locally responsible school boards, but the ministers are a political group who have major responsibilities for funding and approving educational programs in the provinces. "Rapidly expanding systems of education at all levels were giving education a high political profile; bright, relatively young, and ambitious new men were now being appointed Ministers of Education. There was obviously going to be a collision of interests..".[20]

So when the joint committee of the CEA and the Ministers of Education met in January 1967 to consider "ways to promote better interprovincial co-operation in education," they decided to recommend that "there should be established a Council of Ministers of Education identifiable as such and independent of the Canadian Education Association as an organization."

A number of meetings took place when proposals for the development of the new organization were considered including whether the new Council would use the services of the CEA secretariat or establish a secretariat of its own. The Standing Committee of Ministers, at its September 1967 meeting, reported approval by their respective governments for establishing the organization to become known as the Council of Ministers of Education, Canada (CMEC). The first meeting of the Council's Executive Committee was in December 1967 under its new chairman, the Honourable William Davis, the Ontario Minister of Education.

The CMEC in due course established its permanent headquarters with its own secretariat and executive director. They are now located in the Ontario Institute for Studies in Education building on Bloor Street in Toronto, also the location of the CEA office.

A Critical Period for The CEA

The history of the Canadian Education Association shows that, like most organizations that have been in existence for some time, it has had periods when its future seemed in doubt, at least in the minds of some people. Probably the

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20. *Ibid.*, p. 35.

most widespread concern was during the period immediately preceding the formation of the Council of Ministers of Education, Canada, in 1967, and for a short time following its establishment.

The CEA at that time was receiving more than 80% of its revenue through grants from the ten provincial departments of education, and it was not at all certain whether the Ministers of Education, now that they had their own organization, would continue to support the CEA financially. There was also a great deal of concern over what the role of the CMEC might be, and how it would affect the CEA's work in education.

The period immediately following the organizing of the CMEC might be termed a "period of confusion" in the CEA. There was the problem of distinguishing which of the many interprovincial international activities, which had regularly been dealt with by the CEA, would now be the responsibility of the Council. Various instances arose related to dealings with the federal government, and even with some of the provinces, when areas of responsibility were uncertain.

In the hope of reducing the confusion in which the CEA now found itself, the executive arranged a meeting with the CMEC chairperson, the Honourable William Davis. Some of the problem areas were clarified, and it appeared from the chairman's assessment that "the Council would be concerned essentially... with international relations in education and with the federal government on matters involving manpower, post-secondary education, universities, and related problems of departments of education." He further said that "the CEA should not hesitate to proceed with matters it considered it should do."

This meeting was in December 1967 and following it the Association executive instructed the CEA executive secretary to prepare a working paper on present and future possible activities of the CEA. This was done, and the paper was studied by the directors at their September 1968 meeting. They directed the executive to "appoint, within the next six months, a special committee to examine the role, structure and financial support of the Canadian Education Association over the next decade."

The Task Force on the CEA's Role

This work was accomplished by three recently retired, highly regarded educators who had long been active supporters of the CEA and leaders in many

of its activities. Their report, following personal interviews across the country during a four-month period, was presented to the Executive Committee in April 1969.

The three consultants, or "wise men" as they came to be known, were Dr. W.H. Swift, a former Deputy Minister of Education for Alberta; Dr. Harry Pullen, former superintendent of the Ottawa Collegiate Institute Board; and David Munroe, vice-chairman of the Superior Council of Education in Quebec.

They recommended that the CEA should be primarily a professional organization for senior administrative officials in the education field and should serve their needs and interests as a first priority. Nonetheless, they pointed out that the major portion of its financial support, having regard to the nature and structure of the country, should come from the provincial departments of education. They further suggested that the CEA should expand its activities and seminars, and play a more important role in issuing publications and providing various information services.

The minutes of the Executive Committee meeting that received the consultants' report records that:

> *All members of the committee (task force) remarked that they had found the CEA was held in very high regard across the country, and many of those interviewed said that if the CEA were to cease to exist for whatever reason, there would shortly arise another similar organization to take its place.*

History has shown that, since the founding of the CMEC and its preoccupation with what have been called the political aspects of education, the CEA has had more time and opportunity to deal with professional matters of school administration and to devote more resources to disseminating information. Since 1967 the CEA has expanded its role as a source of information on educational developments and has greatly increased its number of reports and regular publications.

A further evaluation of the work and role of the Association was undertaken by a Policy and Planning Committee of the CEA under the chairmanship of Tom H. Houghton in 1975-76, and this committee came to the same general conclusions as the 1969 task force.

The 1969 Task Force report had recommended that "The Association should once again actively stimulate comprehensive studies on educational

topics from time to time, studying major problems in considerable depth, and playing a leadership role in nurturing new ideas."[21] The CEA once again appointed a research officer, Dr. Donal Déiseach, in July 1973. The year 1973-74 showed, understandably, an increased emphasis by the CEA on research activity. There was also an increased emphasis on providing information through publications and seminars.

For example, "a report was issued as a result of a survey of school board research units, and a second report was prepared under the title *A Case for the School Board Research Unit*. Both were done by the new CEA Research Officer. Dr. Déiseach also organized, on May 8 and 9, 1974, the first national meeting of locally employed directors and co-ordinators of research. The CEA was greatly assisted in organizing that meeting by a grant of $6,000 from Imperial Oil Limited."[22]

Thus the CEA once again took a proactive stance in educational research, and over the next several years undertook a number of research studies and seminars: A seminar on alternative schools and programs; a comprehensive study of school health education; a national study of methods currently used in the different provinces for the evaluation and examination of the work done by secondary school students (Imperial Oil Limited provided the CEA with a grant of $15,000 to help carry out this two-year study); and a large study on family life and sex education in schools. (The report of this study was published in June 1977 under the title of *Family Life Education in Canadian Schools.*)

The CEA, at the time of the 1969 study, derived about 82% of its annual budget in grants from provincial departments of education. It has continued, through subsequent years, to receive strong financial support from the provincial departments. In the later years of its first century, however, the percentage of this support has decreased as the Association has developed additional sources of revenue related to the marketing of its services, as will be shown in Chapter 3.

Publications and Information Services

By the end of the seventies, the CEA's function as a clearinghouse was reflected in the range and purposes of its publications, a program that began with the establishing of the secretariat and permanent headquarters in 1945.

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21. "After Major Study, CEA Board Finds CEA is on Right Course," *CEA Newsletter*, November 1969, pp. 1-2.

22. F. K. Stewart, *The Canadian Education Association, 1957-1977, op.cit.*, p. 64.

By 1977, a number of publications had become a regular part of the Association's information program. The quarterly publication, introduced in the fall of 1945 as the Association's magazine, *Canadian Education*, was changed to *Education Canada* in 1969. The monthly *CEA Newsletter*, introduced in the fall of 1946 in mimeographed form, changed in 1949 to a printed format, and has continued through the years to report on educational events in all provinces. The French version of the CEA monthly newsletter, *Bulletin Mensuel* (and later named *Le Bulletin*), begun in 1965, has continued as well through the years to keep francophone members informed about educational developments. The *News Bulletin* has been published every second Monday through the school year for officials of provincial and territorial Departments of Education since September 1972. (Its French counterpart *Le Petit Bulletin* began in 1989.) The CEA's *Directory of Administrative Officials in Education - Canada*, a service provided to Canadian educators for many years, was renamed and expanded into the *CEA Handbook/Le Ki-es-Ki* and put in small, more convenient format in 1970. It continues as one of the Association's most popular publications. The *Graduate Theses in Education* was introduced in 1952 and became a useful annual publication for educators involved in research studies in education. In the beginning it was a comprehensive listing of theses passed in schools for graduates in education. In 1968, it became the *Directory of Education Studies in Canada* with a broadened scope including not only studies completed by graduate students and staff in university, but also studies conducted under the auspices of provincial departments of education, school boards, educational associations, and other organizations. The *Canadian Education Index* was inherited by the Canadian Education Association from the Canadian Council for Research in Education when that Association was dissolved in 1973. It too proved a valuable bibliographic tool for persons requiring information on educational articles, studies and publications. Both these last publications were costly to produce and were transferred to a private company, Micromedia, in August 1988.

Add to all these regular publications the numerous bulletins and notes reflecting surveys of procedures and practices across Canada, and it will be seen that the dream of the CEA becoming an educational information clearinghouse was, during the 1970s, rapidly becoming a reality. Since 1973 especially, the Association has produced an increasing number of publications reporting important research findings.

As well, the CEA Information Service to school boards across the country was growing in volume and in financial support.

Research Activity

The CEA, in 1957, obtained a grant of $100,000 from Imperial Oil Limited to support an educational research section over a three- to four-year period. Subsequently, the Association took steps to obtain a research officer and two support staff. In June 1958, it appointed C. P. Collins, a former school inspector from Saskatchewan, as its first research officer.

The Canadian Council for Research in Education (CCRE) was created in 1961 and over the next several years the CCRE was the main agency for educational research in Canada, and it accomplished a number of good things in this field. However, as time went on it became increasingly difficult for this organization to find funds to maintain itself, let alone expand its activities. Consequently the CCRE ended its existence in December 1972, and some of its functions, including the publishing of the *Canadian Education Index*, were taken over by the CEA "within the limits of the resources made available for this purpose... CEA's research section would give emphasis to the work of disseminating information about research rather than trying to do research and would regard itself as a research and information division."[23]

Following the departure of the first research officer in 1962, CEA's research officers were Dr. C.E. Phillips who assisted part-time and then Clare B. Routley until June 1963.

A strong enabling impetus for the CEA's research activity was the financial support received for this purpose from Imperial Oil Limited. This, coupled with the desire of the CEA Board of Directors to expand the Association's research program, as well as with the able assistance of its research directors during the 1960s and 1970s, resulted in considerably increased research activity.

Convention, Conferences and Seminars

An examination of the history of the Canadian Education Association shows that its regular conventions, from the very early days, have been the lifeblood of the organization. Especially in the pre-secretariat years they were the unifying force that held the Association together.

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23. *Ibid.*, p. 17.

Expanding CEA activities - in 1978 at a two-day seminar on evaluation, organized by the CEA with the N.S. Department of Education for Quebec and the Atlantic provinces, were (l. to r. front) Dr. Donal Déiseach, CEA's research officer; and Professor James Eggleston, a visiting British evaluation expert and dean of education at the University of Nottingham. (Back row, l. to r.) Sylvio Chenard, N.B. Department of Education; Andrew Roy, Protestant School Board of Greater Montreal; Keith Mackay, N.S. Department of Education; and Dr. Clarence Rhodes, Alberta Department of Education. A similar seminar was also organized and held in Edmonton for the western provinces.

Participatory "Talkabouts" or round table discussions were introduced at the 1969 convention and proved very popular at subsequent CEA conventions.

Once the secretariat and central office were established, the conventions became annual events beginning in 1946, and continuing until the present. With the expanding programs of the CEA in the post-war years, its annual convention became only one of a number of programs for which the Association was well-known. It continued, however, to hold a particular appeal for senior provincially and locally appointed educators, school trustees, teachers' organization representatives, and textbook publishers.

The conventions were held in different cities across the country on a rotational basis, and were increasingly well attended. A considerable effort was made to keep the programs topical and of reasonably wide interest and appeal. From time to time it was necessary to change the format, especially in the late 1960s, in order to provide for better and more active participation by those attending.

Thus people were given a greater opportunity to talk than to be talked at. These efforts seem to have been successful, judging from the greatly increased attendance at the conventions in the later years of the Association beginning with the 1960s.

An examination of Appendix B shows an upswing in attendance from 1960 to 1977, and a steady strong attendance through the remaining 1970s and 1980s. An interesting account of the development and evolution of the convention programs through the years to the model currently in use is to be found in Dr. Stewart's history of the CEA.

As time went on, the Association sponsored more and more seminars and conferences, many of them, as already noted, related to the research program. Usually they appealed to specific segments of the educational public across Canada, and were found to be extremely useful.

A couple of examples of this kind of special educational gathering during the 1970s were the national meeting of locally employed officials concerned with compulsory school attendance in Halifax, in September 1976, just prior to the CEA convention and a large conference on educational research and policy formation, held in Calgary, immediately before the 1977 convention. The papers delivered at this worthwhile meeting were published by the CEA in April 1978 under the title *Educational Research and Policy Formation*.

This kind of initiative has grown through the years, and today is one of the hallmarks of the Association.

Teacher Exchange

The first exchanges under the CEA's Teacher Exchange program began in 1947. As well as administering exchange programs with the United Kingdom and the United States, the Association arranged interprovincial exchanges. In the early days there were also exchanges with South Africa, New Zealand and Australia. Today, in its centennial year, the CEA has programs for teacher exchanges with the United Kingdom, the United States and the Federal Republic of Germany.

Historically, it is interesting to recall that, as early as November 1944, the Executive Committee agreed to promote the "interchange of teachers." At the August 1946 meeting of the directors it was proposed as a third priority by Dr. C. H. Blakeny, as convenor of the conference of ministers of education: "that the CEA inaugurate a plan of teacher exchange under which: i) matching would be done in the office of the CEA, ii) qualifications for exchange teachers would be set by the CEA, iii) teachers would be required to give public lectures while on exchange and on their return, and iv) part of the teachers' travelling expenses would be paid."

That fall (1946), the Association agreed to take responsibility for the overseas exchange of teachers from all provinces (except Ontario, which had had overseas exchanges since 1913). Its already extensive teacher exchange program would, at that time, have placed too heavy a burden on the small CEA staff. Ontario decided, however, for the school year 1950-51, to pass over to the CEA its overseas exchange program. Thus, the CEA became the co-ordinating agency in Canada for all teacher exchange programs. The CEA also organized a French-English teacher exchange as a centennial project in 1967. This type of exchange lasted for four years until 1970-71.

The degree of interest in the various interprovincial and international exchange programs among teachers appears to have varied from one period to another, but interest in an exchange with Britain usually remained high.

For many years the CEA was also responsible for an interprovincial exchange program which was very popular immediately following World War II. Later, the interest in this program diminished, and the CEA discontinued it in the 1971-72 academic year.

In the period 1957-58 to 1977-78, a total of 1,057 Canadian teachers went on exchange to the United Kingdom and an equal number of British teachers came to Canada.

CEA Office Accommodation and Staffing

In September 1945 the CEA first opened a business office of its own through the generosity of the Toronto Board of Education, which gave it rent-free space in a third floor classroom of an elementary school (Ryerson Public School) on Dundas Street West. The small staff had separate accommodations within the classroom through the use of moveable plywood half partitions, perhaps a forerunner of open office space.

In October 1947 the CEA office was moved to 206 Huron Street in Toronto where free space was made available to it through the courtesy of the Ontario Department of Education. The staff found themselves very comfortable in this location, and spent 13 constructive years there. In September 1960 the office was once again moved, this time to 559 Jarvis Street where the Association again enjoyed rent-free space in an Ontario Department of Education building in Toronto. Before long, however, the expanding Department required this space for its own use, and the CEA office embarked on a fourth move.

This time the Association headquarters moved, in October 1962, to space in a brand new Toronto office building known as Britannica House, at 151 Bloor Street West. Space was made available, at a modest rental that the CEA could afford, through the kindness of Kurt Swinton, the Canadian President of Encyclopaedia Britannica, because of his great interest in education. The Board of Directors of the Association approved an expenditure of $4,500 for new office furniture, and the CEA found itself with modern and somewhat more luxurious office accommodations than had previously been possible.

The CEA's fifth and final move of its first century was in June 1970. This was in response to an invitation to make use of space in the newly built Ontario Institute for Studies in Education (OISE) at 252 Bloor Street West, again at a much lower rental than the going commercial rate. As of this centennial year, the CEA continues to have its headquarters in Suite 8-200 in the OISE building. This provides the advantages of a central location in downtown Toronto, as well as the proximity of the CEA staff to the OISE resources and to other educational organizations that have offices in the same building.

The initial CEA staff, when its office opened at the Ryerson Public School in the fall of 1945, numbered two, plus a staff of two for its National Committee on School Health Research, and a staff of two for its Canadian Research Committee on Practical Education. Thus, the original secretariat had six persons, only two of whom could be considered permanent staff of the Canadian Education Association.

As the Association's mandate was broadened, and its responsibilities expanded, the staff was gradually increased. In the years 1945 to 1977, during which there were some changes in personnel from time to time, a small but hardworking staff accomplished much to establish and enhance the programs of the CEA. Many of the individuals who joined the Association staff in those years stayed for long periods to form the "back-bone" of the secretariat, and currently several are still valued and strongly contributing staff members.

In September 1967, the secretary's *Annual Report* recorded that the staff at that time numbered eleven members: executive secretary, assistant secretary, research and information officer, administrative assistant, French special assistant, editor, and five support staff. During 1968, the Association employed three additional staff members who possessed valuable skills in locating and processing information. Two of these persons are still on staff in our centennial year. "By the year 1974-75 the CEA staff numbered eighteen. It was a labour-intensive sort of service and, because of the variety of matters dealt with, the staff required or had to develop specialized skills, and they operated best in a collegial atmosphere," so said Dr. Stewart in his history of this period.

Those of us who have had close association with the CEA headquarters staff through many years can attest to the accuracy of Dr. Stewart's comments. This small, industrious, dedicated staff has indeed accomplished much that has led to the excellent reputation of the CEA in providing services to education across our nation.

Staff Bilingualism Program

"The CEA was one of the first (if not the first national organization) to employ a senior French-speaking staff member (1949)."[24] And the Association has operated in part in both official languages of our country since its first convention. One additional activity involving staff development was the bilingualism program that was formally established in 1976. There had long been a recognition of the need for the Association to improve its services and competence in French; ... the problem was how, with very limited funds, to do it in a practical and effective way.

In 1968-69 the Executive Committee made a start by approving payment for some individual instruction in the French language for the executive

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24. F. K. Stewart, *Interprovincial Co-operation, op. cit.*, p. 12.

secretary and the information officer at the Berlitz School of Languages. This was indeed a meagre beginning, but shortly thereafter it became known that some funding for this purpose might become available from the Secretary of State Department. This matter was investigated by the directors at their September 1975 meeting, and they learned that some funds might indeed be available to assist seminars for a specific term. In light of this information the directors... passed a resolution that bilingualism should be a priority in the CEA, and that the Association should prepare a proposal to the Secretary of State Department to seek funding to assist in providing language training for staff members, in printing publications in both languages, in instant translations at conferences and seminars, and in undertaking other programs and procedures to encourage bilingualism.

There followed several meetings between CEA and Secretary of State Department staff to work out a bilingual development plan to take place over a three-year period. It was approved by both groups, and an agreement was signed on May 3, 1976.

As part of this agreement the CEA undertook to designate nine of its eighteen positions as bilingual, and it was understood that in making new staff appointments bilingual applicants would be given a preference. There was provision as well for translations.

Five staff members began their language training promptly. (Fortunately for the CEA staff, the government language training school to which the CEA had access was located in the OISE building.) In September 1977, of the CEA's staff of eighteen, five were already fluent in French and English, and a further five were on language training courses. It was with some effort that the CEA staff managed to carry on all of their assignments in light of the fact that the language courses were two hours a day, four days a week.

Thus it can be said that the CEA had come a long way in a very short time in improving its bilingual capacity. Much credit for this initiative is due both to the Association and to the staff members who worked seriously to achieve the bilingual objective.

CEA's Major Functions

By 1977, the CEA's major functions had become to plan and organize meetings of one kind and another - the annual convention, the Short Course,

urban superintendents and directors; to produce publications and reports on particular topics of current interest regularly; to publish and improve the *Canadian Education Index*; to provide information on research activities and to organize meetings of research personnel; to hold seminars on topics of current interest; to co-ordinate teacher exchange; and to engage in a number of additional activities that varied from time to time.[25]

Library - An Essential Service

One of CEA's essential services was to answer a great many enquiries from all parts of Canada and abroad. This service ranged from quick answers to in-depth searches and document lending; sometimes the enquiries could be referred to a known source such as a particular department, school board or special agency. As a support for this function, and to provide information for other Association activities, the CEA library in 1974-75 had approximately 3,000 volumes, 250 periodical titles (magazines and newsletters) and 30 drawers of vertical files of clippings and pamphlets.

Great strides forward had been made during the further development and growth years of the Canadian Education Association, beginning with the founding of the secretariat and central office in 1945. By the late '70s, the CEA role had become more or less stabilized and reasonably well defined. The remaining years of its first century were to bring about an expansion of its service activities.

Retirement of Executive Director

A significant landmark in the long history of the Association was the retirement, in 1977, of its chief executive officer, Dr. Freeman K. Stewart, who had ably directed the affairs of the organization and had provided much needed leadership and encouragement for thirty years. Appointed CEA secretary on June 1, 1947, only two years after the secretariat was established, he led the affairs of the organization and and presided over its phenomenal growth during the ensuing years (except for the three years when he was on leave with the Commonwealth Secretariat in London, England, from June 1, 1963, to June 1, 1966).

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25. F. K. Stewart, *Canadian Education Association, op. cit.*, p. 66.

The interim acting executive secretary during this three-year period was C. B. Routley. This period in the Association's history was devoted to an expansion of ongoing work, involving various surveys and reports as well as involvement in and preparation for international conferences.

Dr. Stewart had seen a vast change in the role of the CEA and in its program of activities. Beginning with a staff of two in 1947, he saw the secretariat grow to a full-time staff of eighteen which accomplished an unbelievable number of functions enabling the Association to serve its educational partners across Canada extremely well.

Attesting to Dr. Stewart's tremendous record of management, Carmen Moir, in his presidential address at the 1977 convention, paid tribute to him, in part, as follows:

> *The coming of Freeman Stewart to the CEA appears in retrospect to be a most momentous event in the history of our organization. From his own perspective it would have appeared as just another step in an already distinguished career. A brilliant academic record (B.A. with honours in Philosophy at Dalhousie, B.A. and M.A. with honours in Political Philosophy at Oxford as an I.O.D.E. scholar for Nova Scotia, M.Ed. at Toronto and honoured with an LLD by the University of Alberta). Five years as teacher and principal in Nova Scotia's formidable school system. The war years as an administrative officer with the RCAF. National Director of the Canadian Legion Educational Services. Industrial Relations Officer with a large international corporation, and then a second career - thirty years enlivening so many aspects of Canadian education.*
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> *Over the years Dr. Stewart's services have not been confined to the CEA ... For three years in the 1960s he was secretary of the Commonwealth Education Liaison Committee and director of its office in London. For other years in the 1960s he did double duty as executive secretary of the CEA and secretary to the Standing Committee of Ministers of Education... He was chairman, secretary, treasurer, member of numerous national and international committees. He was Canadian delegate to this and that: he spoke for Canadian education at Geneva, Montevideo, New Delhi, Lagos, London, Canberra. He was author of a book and was co-author of another, and wrote for the Yearbook of Education, Current History, The Encyclopaedia Britannica. He lectured on comparative edu-*

cation at OCE, he was the first president of the Canadian Foundation for Economic Education. And more. But I believe we may forgive him these delinquencies.

...I shall dismiss the subject of Dr. Stewart's stewardship with words that all bureaucracies reserve for only the most devoted of their members: "He was a good and faithful public servant."[26]

In his retirement, Dr. Stewart wrote the second volume of the history of the Canadian Education Association updating it to 1977. It was printed and distributed by the CEA in 1982. In the fall of 1983, Freeman Stewart died at his home in Tatamagouche, Nova Scotia. His had indeed been an outstanding career, and it was the good fortune of the CEA to have benefited from his service and leadership through so many of its growth and development years.

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26. Carmen F. Moir, *Priorities and Purposes*, presidential address, CEA Convention, Calgary, Alberta, 1977.

Eulogy for G. E. Malcolm MacLeod

This is a sad occasion for all of us.

Malcolm loved life and he loved people. Every facet of his life was marked by his positive and energetic personality. He was a fisherman and he delighted not only in being able to fish salmon, but also to enjoy the outdoors. He was a teacher and he not only wanted to teach mathematics well, but he was equally concerned about the students and their families. Malcolm's family can attest to his tireless devotion to his parents.

He never accepted a duty as an uncomfortable burden. He could always see the positive side of a situation.

Among his many, many friends and colleagues in education, Malcolm will be remembered for important advances in education. He chaired several pivotal committees throughout the twenty years that he was a senior official in the New Brunswick Department of Education. He served with distinction on both the national as well as the international educational scene. His work in the Canadian Education Association was recognized across this country as he served on the Board, the Executive and finally as President. And, at the time of his untimely passing, Mac was completing an updated history to commenmorate the 100th anniversary of the Canadian Education Association.

Malcolm was a caring individual whose philosophy of life was founded in his deep-rooted belief that every day was good, but that some days were better.

When his health did not allow him to get about easily and he was forced to spend long periods in hospital, Mac found lots of work to keep him occupied and no one ever reported visiting him when he was not happy, hopeful and planning for his future days. We will never forget his consistently optimistic attitude and absolute devotion to every task he undertook.

Malcolm has left all of us who knew and loved him — his family, friends and his colleagues with feelings of loss and sadness. But he also left us his legacy of hope, courage and infectious cheerfulness. These are fond and enduring memories.

Delivered by Earle W. H. Wood, New Brunswick Deputy Minister of Education, June 14, 1991

Chapter 3

Expansion Years : 1977 - 1991

G. E. MALCOLM (MAC) MACLEOD would not have added himself to the list of "great people" who supported and led CEA during the Association's first 100 years of service to education. But everyone who knew Mac and his devotion to CEA would place him among the best of those he described earlier in this book.

Mac died in June 1991, shortly after he had completed a summary of CEA's history from its beginnings in 1891 through 1977, the year in which Dr. Freeman K. Stewart retired as Executive Director. As Mac noted, more detail is available through the two earlier histories authored by Dr. Stewart. Mac's two-chapter summary is, however, an excellent one.

The eulogy to Mac delivered by Earle Wood, then Deputy Minister of Education, New Brunswick, is printed on the preceding page.

Probably Mac MacLeod's greatest wish would have been to complete this 100-year history before his illness overtook him. But his modesty would have prevented him from describing his own significant contribution to the Association.

• • •

This chapter will cover CEA events in more or less chronological order from late 1977 to early 1992. But because many of the projects, events, and changes in the Association over the past 15 years do not fit neatly into one-year packages, some of these will be described in their entirety rather than interspersing other events which occurred within the same time span. And some, of course, because of space limits, have had to be omitted.

A Review of Role and Organization

As noted at the end of Chapter 2, Freeman Stewart, Executive Director since 1947, retired in 1977. His successor was Dr. Gerald Nason. Dr. Nason had been a teacher, principal, Secretary-General of the Canadian Teachers' Federation, and had operated his own association management company.

Under the leadership of the new executive director, a major review of virtually every aspect of the association's role, activities, and structure was initiated. Following one year of consultations with members, rural and urban school boards, faculties of education, national, provincial and territorial educational organizations, and numerous staff meetings, some changes were made, mostly internal. Others were in the planning phase as the review process continued.

Two major decisions taken in September 1978, as a result of the review to that date, were to prepare a new constitution for adoption in September 1979, and to incorporate the association under federal charter. The constitution would be drafted in accordance with the results of the review.

As is often the case with constitutions, the target date was overly optimistic. It was September 1982, when CEA's newest constitution (amended twice since then) was adopted, but more on that later.

For a number of years prior to 1978 members received, in their convention kits, an annual report in the form of a printed booklet submitted by the executive director. In 1978 the annual report, although still written by the executive director, became a report of the Board of Directors to the Annual General Meeting. Because Board approval was now necessary before distribution, the format was changed to typewritten 8.5 by 11 paper and distributed at the AGM following the Board meeting immediately preceding the convention.

The 1978 annual report described the review process, listed organizational priorities for that year and tentative organizational priorities for 1979. It also reported on the large number of regular and special activities undertaken by staff during the period September 1977-September 1978.

Organizational Priorities

As well as a new constitution and incorporation, organizational priorities set for 1978 included:

• Carry out a systematic review of all CEA programs in terms of any draft statements of revised CEA aims, roles, etc, developed by the Board.

• Prepare for each program sector (communications, meetings, exchange, research, French/English) tentative aims, objectives and plans that would contribute significantly to the aims and objectives drafted or approved for the Association, and which would make optimum use of the CEA's available staff and financial resources.

• Begin a study of the long-term financing of the CEA and its programs.

• Establish closer working relationships with the other national educational organizations.

For 1979, tentative organizational priorities included:

• Continue and complete the reorientation of the CEA programs begun in 1978, establish operational guidelines for obtaining and using outside funds and other forms of assistance with the costs of CEA activities, and obtain increased outside support within the operational guidelines thus established.

• Maintain and increase the closer working relationships achieved in 1978 with other national educational organizations.

It was a formidable list, and the review process consumed a great deal of staff time which, given the regular activities staff were continuing during the review, was not in great supply.

Secretariat Reorganized

One of the early changes instituted by Gerald Nason was to organize the secretariat into program sections. At the end of 1978 CEA had ten administrative and nine support staff. In addition, there was a part-time assistant librarian and a half-time translator. The translator had been hired in July 1978, and was a sign of CEA's increasing efforts to provide equity of services in both official languages.

The 21 staff members were divided into five program sections, each with specific responsibilities, although there was of necessity some overlap.

The staff and their positions on September 1, 1978, were:

General Section - overall management, finances

Executive Director: Gerald Nason	Sec: Margaret McCallen
Bookkeeper/Accnt: Jean Colwell	Sec: Erni Tselios

Communications Section - publications, information inquiries

Assistant Director: Robert Blair
Editor: Harriett Goldsborough
Librarian: Diane Sibbett
Part-time Librarian: Anne Gilroy
Reports Co-ordinator: Anne McLellan
Sec: Martine Darrouzes
Sec: Brenda Cooper (for four positions)

Research Section - research activities, including publication of *Canadian Education Index* and *Directory of Education Studies in Canada*

Research Officer: Donal Déiseach
Index Editor: Deborah Sawyer
Sec: Sheila Koopmans
Sec: Susan Chadgimichaelidis

Meetings and Teacher Exchange Section - short course, convention, seminars, other meetings, teacher exchange

Executive Associate: Merle Wherrett
Secs: Marie-Thérèse Ducotterd
Veronica Marcinkiewicz

French/English Section - all aspects of French language endeavours

Special Assistant: Brigitte Lee
Part-Time Translator: Monique Ghysel
Sec: Hélène Bertie

The staff complement of 21 was the largest CEA had enjoyed since formation of the secretariat in 1945. Unfortunately that number was not to last long. As of 1992, the secretariat is organized along similar lines to that instituted in 1978, but with only 15 staff members.

New and More Active Committees

As part of the review process, the terms of reference of all CEA committees were scrutinized, and changes made.

By the end of 1979 a convention program planning committee had been put in place. The membership of this committee changes each year, is centred at the convention site, and is composed of local representatives of all the educational sectors expected to attend the convention. This was a major change in that it effectively removed much of the program planning responsibility previously held by the secretariat staff.

It was suggested to the Executive Director by some staff and directors that there would be a risk of the convention program highlighting local, rather

than cross-Canada, concerns. Staff were obviously, it was argued, better placed to be aware of issues of interest across the country than were those working in local jurisdictions. The counter argument was that staff would still be able to provide "limited advice" and that the Board of Directors would review a draft program proposed by each local convention planning committee.

Over the past few years, some changes have been made to help ensure that the annual convention program is of interest to all regions of Canada. These few changes, mainly in the earlier draft program which is presented to the Board and to the French Language Services Committee, do seem to make the process work reasonably well.

As well as the program planning committee, 1979 saw the formation of an ad hoc committee on long-term CEA financing, another ad hoc committee on CEA membership, and a third called the Ad Hoc Francophone Panel.

Ad Hoc Francophone Panel

The formation of the Ad Hoc Francophone Panel, later to become the French Language Services Committee, proved to be an extremely significant event in CEA's history. Had that event not occurred, it is most unlikely CEA would have been anywhere near its current level in providing services in both official languages.

This is one of those events, as suggested in the introduction to this chapter, where readers may find it easier to follow the story from its beginning to its current status, rather than find it interspersed with other events.

The Move Towards Equity of Services in French and English

The first constitution of the CEA (then the DEA) appeared in 1892 in both English and in French. All CEA constitutions since that date have been in both official languages.

The CEA secretariat was established in 1945. Two years later, the CEA staff included, by agreement of the Board, "a bilingual officer of French-Canadian origin."

These were humble beginnings, and even by the late 1960s, few CEA publications were printed in French. Even so, CEA was already doing more in the provision of bilingual services than most other educational organizations could claim.

Up until late 1969, there had been little pressure on CEA to increase its French language services. About 80 per cent of the Association's revenue came in the form of annual provincial grants, paid in proportion to population. Quebec's grant was, therefore, second only to Ontario's in size.

In November 1969, Quebec's Associate Deputy Minister of Education, Jean-Marie Beauchemin, made a startling announcement. Beginning in 1970, Quebec would reduce its grant to CEA by 25 per cent per year until the grant reached the proportion of Quebec's English language population (17 per cent at at that time). More detail on this aspect of CEA's history, along with the reasons for M. Beauchemin's announcement, are contained in Freeman Stewart's 1957-1977 history.

Whether in spite of it, or because of Quebec's decision to reduce its grant to the level of its English-speaking population, the Association continued to slowly improve its French language services. Some simultaneous interpretation was now being provided at conventions, and CEA still employed, as it had since 1947, a senior bilingual staff person whose mother tongue was French.

Bilingualism Development Program

A major breakthrough occurred in 1975. At its September 26 meeting, the Board of Directors passed a resolution that bilingualism should be a priority in CEA. They also resolved that a proposal should be sent to Secretary of State "which would seek funding to assist in providing staff training in language, in printing publications in both languages, in instant translations at conferences to encourage bilingualism." Quebec had already indicated it would pay its share (28 per cent) of CEA costs in becoming a more bilingual organization.

A three-year bilingual development plan was agreed to between the Association and Secretary of State on May 3, 1976. Nine of CEA's staff positions were designated bilingual, five staff members undertook intensive language training which would last three years, provisions for translation were increased, and more CEA publications were printed in French.

In September 1976, one year after the Board resolution, both federal and Quebec officials said they were pleased with the progress made. For the following three years Quebec increased its annual grant by five per cent above what had been requested.

The official bilingualism development program ended in May 1979. A great deal had been accomplished. The danger was that no further progress would be made, now that the three-year agreement had been successfully carried out. The appointment of the Ad Hoc Francophone Panel ensured that this would not be the case.

Interestingly, the first chairman of the Ad Hoc Francophone Panel was Jean-Marie Beauchemin, arguably the person most responsible for starting CEA on the path to equity of services in both official languages. M. Beauchemin had become a member of the Board of Directors in 1978.

Ad Hoc Francophone Panel Now French Languages Services Committee

The 1980 Annual Report does not mention the Ad Hoc Francophone Panel, but does list the members of its successor, the French Language Services Committee. The FLSC continues to exist as an extremely active CEA committee in 1992.

Members of the FLSC include all French-speaking members of the Board of Directors, as well as others when considered necessary. The chairman in 1980 was still Jean-Marie Beauchemin.

At this time Brigitte Lee (appointed in 1976 with the title Special Assistant) was the senior bilingual mother-tongue French staff person, and as such was secretary to the French Language Services Committee. It was the committee chairman's responsibility to bring the committee's recommendations before the Board, but it was Brigitte's difficult task to explain to the committee why some potential recommendations should not be made, and to explain to her staff superiors how others could in fact be implemented without badly damaging CEA's other programs and financial situation. The early meetings of the FLSC were difficult ones indeed.

According to the 1980 *Annual Report*, "their (FLSC) unfailing advice

and assistance has been invaluable to your Board and staff, and many innovative changes have resulted from their deliberations."

Consecutive (not simultaneous) interpretation was now being provided at Board meetings from French to English. Although all French-speaking members of the Board were bilingual, such was not the case with the English-speaking members. Since most bilingual people are more comfortable in their mother tongue, it was agreed that Board members should feel free to express themselves in the official language of their choice. Brigitte, a highly competent translator and interpreter, would (and did for many years after) translate, consecutively, comments made in French for the benefit of the unilingual members of the Board.

New Constitution: Another Step Towards Equity of Services

About the same time the Ad Hoc Francophone Panel was formed, the Resolutions and Constitution Committee was charged with the task of drafting a new constitution for the Association, under which CEA would become federally incorporated. The 1979-80 R & C Committee was composed of the following:

Dr. John H. Wormsbecker	(Chairman) Deputy Superintendent, Vancouver School District No. 39.
M. Jean-Marie Beauchemin	President, Conseil supérieur de l'éducation, Québec
Mr. Norval Cheeseman	Director of Education, Lambton County Board of Education, Sarnia, Ontario
Dr. Myer Horowitz	President, University of Alberta
Mr. Gerald McCarthy	Deputy Minister of Education, Nova Scotia

Through Jean-Marie Beauchemin, the French Language Services Committee was very much involved in the development of CEA's new constitution. That involvement, along with a desire on the part of all members of the R & C Committee (and at least most of the Board members) to provide for equity of services as much as possible in the constitution, ensured it would never be an easy matter for CEA to return to being basically an anglophone organization.

One of the decisions made by the Resolutions and Constitution Committee was that approximately twenty-five per cent of the members of the Board should be francophone and that this should be enshrined in the constitution. It

was quickly realized that if the terminology francophone and anglophone were used, this would exclude Canadians who did not fit into either category. A suggestion was made that "mother tongue French" and "mother tongue English" be adopted, but that presented the same problem.

What would happen, for example, to John Geci, directeur général adjoint, Commission des écoles catholiques de Montréal? Mr. Geci was a member of the Board, fluent in French and English, but, his parents being Czechkoslovakian, his mother tongue was neither French nor English. And what about Dante Lupini (later to become a member of the Board), the Superintendent of Schools, Vancouver School Board, also fluent in both French and English, but who spoke Italian equally well, that being his mother tongue?

After much discussion it was decided that "at least seven (now eight) of the thirty-two (now thirty-five) Directors shall be English-speaking and at least seven (now eight) shall be French-speaking." It would be left to the individuals to decide whether to declare themselves English-speaking or French-speaking.

The system has worked well with the exception of one person who served a two-year term on the Board. Equally at home in either French or English, she would declare herself only to be Canadian. Fortunately, an adequate number of directors did, during that term, declare themselves either French-speaking or English-speaking so a constitutional question did not arise.

Article 3 Official Languages of the constitution states that members shall express themselves in the official language of their choice, that interpretation services at annual general meetings shall be provided and may be provided on other occasions, and that official documents shall be written in both official languages.

The constitution also requires that, "At least one among the elected Officers, and the Immediate Past President, be it the President, the First or Second Vice-President, or the Immediate Past President shall be English-speaking, and at least one shall be French-speaking." This in effect makes it a constitutional requirement that at least once every four years CEA shall have a French-speaking president.

The final item in the constitution worth mentioning with regard to equity of services is Article 25 - Executive Director. As well as describing the duties of the Executive Director, this article states, "The secretariat shall have an Executive Director and an Assistant Director; one shall be English-speaking, and one shall be French-speaking."

Beyond the Constitution

Again thanks largely to the French Language Services Committee, the Association has moved far beyond the requirements of the 1982 constitution.

Of the 15 staff members, in 1992, 12 are at least functionally bilingual. Virtually all publications now appear in both French and English. Simultaneous interpretation is provided at all concurrent and plenary sessions of the annual convention, and at seminars and meetings of the Board of Directors. As well as official documents as required by the constitution being translated, nearly all other committee and Board documents are provided in both official languages.

Over the past 15 years, CEA has moved from a part-time translator to a full-time junior translator to a full-time senior translator. The Association also contracts out translation when, as is often the case, the work-load is too much for one translator. Assistant Director Brigitte Lee is responsible for all translation revision and frequently undertakes translation herself, again when there is an overabundance of translation to be done.

In recent years the Board and staff have received numerous compliments on both the quality and quantity of the Association's French-language services. Although not yet at equity, CEA is certainly much further along that path than could have been dreamed about in 1977 when the Ad Hoc Francophone Panel came into existence.

Problems: Finances and Staff

At the end of 1977, when Freeman Stewart retired as Executive Director, CEA had an Uncommitted Reserve Fund of $73,709 and a Short Course Reserve fund of $2,796 for a total in reserve of $76,505.

One year later the total reserve had dropped to just under $40,000, and at the end of 1979 the Association found itself, for the first time in its long history, with a deficit of nearly $15,000. In September 1980 it was estimated, in the *Annual Report*, that the "total accumulated deficit at the end of the present fiscal year will be $56,703."

CEA's fiscal year is the calendar year, while the provinces all operate on an April 1 - March 31 fiscal year. For this reason, as provincial annual sustaining grants are received, one-quarter is deferred to the Association's following fiscal

(calendar) year. Although CEA was in deficit by $15,000 at the end of 1979, it did in fact have funds available to it as of January 1, 1980, mainly through deferred provincial grant revenues.

It was obvious, however, that deferred revenue would not last long, and the predicted accumulated deficit of $56,700 by end of1980 was a very serious matter.

During 1980 lawyers acting on behalf of CEA resolved, with lawyers acting on behalf of CEA Research Officer Donal Déiseach, a dispute between the two parties. The agreement, which was satisfactory to both parties, included the resignation of Dr. Déiseach to be effective no later than February 1981.

One other legal matter later in 1980 involved a dispute between CEA and Executive Director Dr. Gerald Nason. Again lawyers resolved that dispute to the satisfaction of both parties; Dr. Nason's resignation became effective November 30, 1980.

Assistant Executive Director Bob Blair was appointed Acting Executive Director, and the Research Officer was not replaced, at least not by a staff person. The 1981 salary savings through these two resignations helped, as did other steps taken, to return the Association to some degree of financial stability.

The accumulated deficit at end-1980 was just over $9,000, and by the end of 1981 CEA had a total in reserve of nearly $100,000.

Program Activities Grow

The years 1978, 1979, and 1980, might be classed as years of turmoil for CEA, and especially for the staff. These were the years during which an extremely intensive review of CEA's role, organization, and activities, was undertaken. New committees were added, a completely new Constitution was being prepared, the Association was quickly running out of money, legal firms were hired to resolve differences between senior staff and the Board.

Although a lessening of program activity might have been reasonably forgiven, production continued at a high level, and in some cases actually grew. An all-time sales record for CEA publications was set in 1979, and that record continued to be surpassed for nearly each succeeding year through 1991.

G. E. (Mac) MacLeod, Assistant Deputy Minister of Education for New Brunswick, was chairman of CEA's Resolutions and Constitution Committee. This Committee worked on the new Constitution from 1980 through 1982. With him is Freeman K. Stewart, who retired as CEA's Executive Director in 1977, and Helen MacIntosh of Winnipeg.

The annual convention is still one of CEA's highly visible features.

As well as all the regular publications, four special reports were produced in 1980. These were *Too Few Apples: The Challenge of Declining Enrolments and Teacher Redundancy in Canada, The Gifted and Talented Students in Canada* (each with a French version), *Les Problèmes de leadership en éducation au Canada, Le Temps du recyclage* and *Research and the Classroom Teacher*.

The CEA Information Service for school boards continued to grow and by the end of 1980 there were 85 school systems subscribing to this service. (In 1992 there were 120.)

The 1980 CEA Short Course in Educational Leadership attracted a large number of applicants, and 93 attended the sessions in Banff that year.

The annual convention, held in Vancouver in 1980, was also a resounding success, with a record high of 822 paid delegates (about 1,100 attended).

With so many program activities doing so well, the question might be asked (and it was), why was CEA's financial situation deteriorating so rapidly? The brief and obvious answer is that while revenues from program activities were increasing rapidly, total expenditures were increasing at a faster rate. As well, provincial sustaining grants were reducing in terms of real dollars.

Constitution Approved 1982

Although CEA became federally incorporated under Letters Patent dated February 9, 1981, that was done under the "old" constitution, somewhat revised to meet incorporation requirements. Work on the new constitution was still progressing. The Resolutions and Constitution Committee, under the chairmanship of Mac MacLeod since September 1980, was continuing to meet frequently through 1980, 1981, and 1982. Members of the Committee at that time were:

Mr. G.E.M. MacLeod	(Chairman) Assistant Deputy Minister of Education, New Brunswick
M. Jean-Marie Beauchemin	Conseiller spécial, Ministère de l'Éducation, Québec
Mr. Norv Cheeseman	Director of Education, Lambton County Board of Education, Sarnia, Ontario
Mr. Ray Clayton	Deputy Minister of Education, Sask.
Dr. Myer Horowitz	President, University of Alberta
M. Fernand Paradis	Directeur général, Commission des écoles catholiques de Québec

Changes in the constitution regarding official languages have already been described, and the Association's most recent constitution is included in this history as Appendix A.

The 1980s
"These Were the Best of Times, These Were the Worst of Times"

The *1981 Annual Report*, the first prepared by Acting Executive Director Bob Blair, noted that an active program had been maintained in 1981 "in spite of a rather severe reduction in the number of hands available on staff." Three clerical positions had been left vacant as well as the two senior positions referred to earlier.

As well as the regular activities — convention, short course, meeting of departmental/ministry officials, teacher exchange, regular publications, urban directors/superintendents meeting, information inquiries — two special seminars were held, and three special reports produced. There was continuing emphasis on promotion and marketing and these efforts were having the desired effect. Attendance at the convention, seminars and short course was high during the early '80s, and publication sales continued to increase.

Item 4 of the Minutes of the 1981 CEA Annual Business Meeting states:

> *The President, in summarizing the Board's Report, noted that this had been an eventful year for CEA and that the Board had been confronted with serious personnel and financial problems. Both Board and Executive members had engaged in much soul-searching on goals and priorities. He extended thanks to Bob Blair for serving as Acting Executive Director and announced the Board's decision to appoint Mr. Blair Executive Director.*

In February 1982, Brigitte Lee, who had been Special Assistant in charge of the French/English Section, was appointed Assistant Executive Director; Ann McLellan, who had served on the staff on two separate occasions for a total of 13 years, retired at the end of March. Harriett Goldsborough, CEA Editor, assumed Ann's responsibilities as Assistant Head of Communications, and a bilingual Information Officer, Suzanne Tanguay, was hired in July. In 1982, CEA had ten professional staff (two were part-time) and seven support personnel.

Five-Year Program Plan

Every few years successful organizations do review their roles and activities and set plans to span the next three, five or ten years. CEA is no exception.

The mandate of the Association's 1982 Five-Year Planning Committee was to:

1) Look at the 1982 program and propose amendments if necessary so that the program could meet the needs of all provinces.
2) Carry this planning further and draft a plan for CEA for approval by the Executive on behalf of the Board so that it may meet the needs of Canadian education for the next five years; and
3) Investigate the possibilities and practicalities of CEA developing some new and different projects utilizing staff on loan from some other organization.

Members of the Committee were:
Mr. John Geci (Chairman), Assistant Director General, Commission des écoles catholiques de Montréal
Dr. Willard Brehault, Professor, Ontario Institute for Studies in Education
M. Jean-Marie Beauchemin, conseiller spécial, Ministère de l'Éducation du Québec
Mr. Jake Longmore, Chief Superintendent, Calgary Public School Board
Mr. Harvey Malmberg, Deputy Minister of Education, New Brunswick
Dr. George Podrebarac, Assistant Deputy Minister of Education, Ontario

Although its mandate did not specifically include a review of the role of CEA, the committee in fact had to do that in order to respond especially to items 2 and 3 of its mandate. It also, of course, considered funding.

In 1969 the Task Force on CEA's Role noted that the Association "derives about 82 per cent of its budget in grants from all provincial departments of education. Although other sources of additional funds might be explored and perhaps pursued, the departments should continue to be the primary source of financial support."

During the 1970s, provincial grants steadily dropped, not only as a percentage of CEA's annual budget, but also in terms of real dollars. By the end of that decade about 60 per cent of the Association's revenue came in the form of annual sustaining provincial grants.

While the 1982 Five-Year Planning Committee was deliberating, sustaining grants dropped further, to 45 per cent of revenue.

The Committee produced nine recommendations, all of which included various implementation strategies:

1) That CEA's objectives, programs and activities must rest on a sound budgetary basis covering the entire period contemplated under the present plan.
2) That CEA promote further its bilingual character as a truly national organization.
3) That CEA develop strategies to appeal to a much wider community than it now serves.
4) That CEA initiate actions and projects that will enhance its identity and profile in the educational world.
5) That CEA expand its research capacity.
6) That CEA endeavour to obtain additional funds from external unexploited sources to expand its programs and activities.
7) That CEA serve as a clearinghouse for educational personnel exchange and information.
8) That CEA avail itself of the modern communications technologies in all its activities.
9) That CEA market the availability of its information resources.

Most of the recommendations and strategies were implemented, some more successfully then others, over the next three years.

In its report the Committee called for a commitment from the ministries/departments of education to increase their funding "by the normal inflationary patterns" during the term of the Plan. Such a commitment was not obtainable. In fact during discussion of the report at the September 28, 1982, Board meeting, it was noted that "... with today's financial realities we can expect less in financial support unless the economic situation changes drastically." That prediction was all too true.

As with previous studies and reports, this one did not suggest dramatic changes for CEA, but did encourage the organization to expand its current services, market them better, and continue its progress towards equity of services for both official language groups.

Quebec Government Withdraws From CEA

Provincial sustaining grants are, as mentioned earlier, paid on an April 1 - March 31 fiscal year, but with very few exceptions all grants are received in the CEA office by the end of December each year.

By the end of December 1981 the expected Quebec 1981-82 grant of $94,635 had not arrived, but neither had any indication that the grant would not be paid by March 31, 1982.

In April 1982, the Association was advised that the Quebec government would pay only $15,000 for 1981-82, and would not be able to contribute to the financing of CEA in 1982-83.

Two reasons were given for the withdrawal: the Canadian constitutional problems (more specifically the treatment accorded Quebec), and the province's own financial difficulties.

There were several formal and informal responses from CEA, pointing out that the Association was neutral and apolitical and therefore should not suffer retaliation for any political problems with the federal and/or other provincial authorities. It was also pointed out that $100,000 was a very tiny portion of the Quebec Ministry's budget, but a substantial amount for CEA.

During the following six years constant communication, again both formal and informal, was maintained with Quebec Ministry of Education officials and, whenever possible, with the Minister of Education.

When the government changed from Parti Québécois to Liberal and Claude Ryan (who had some knowledge of CEA) was appointed Minister of Education, there was a strong expectation that Quebec would soon return to sustaining support of CEA. The Quebec members of the Board of Directors were working especially hard, as was each succeeding President, to convince the Quebec government to rejoin CEA, but that did not happen until September1988.

During this period (1982-1988) the Association continued to receive strong support from francophone school boards, individual and associate members within Quebec. That support had been increasing as the Association improved and expanded its French-language services, and did not decrease during the Quebec government's six-year period of non-support.

And Now the B.C. Government Withdraws

In November 1982, only months after the withdrawal of the Quebec government, British Columbia announced that it would provide a 1982-83 grant, but would not be able to provide funding support for 1983-84.

Dr. John Wormsbecker, Deputy Superintendent, Vancouver School District No. 39, was CEA President 1985-86. Through his strong personal interventions, British Columbia agreed to host the 1987 convention in Vancouver, which had been very much in doubt, and then agreed to return to financial sustaining support beginning in fiscal 1986-87.

Without John Wormsbecker's personal efforts on behalf of CEA, the 1987 convention would not have been held in Vancouver. It is also most unlikely that B.C. would have returned to funding support as early as it did had it not been for Dr. Wormsbecker. Just as credit for the return of Quebec belongs to several people, others did help to convince British Columbia of the value of CEA, but certainly most of the credit belongs to John Wormsbecker.

With the departure of the second (Quebec) and third (British Columbia) largest grant contributors, readers might wonder what was happening to CEA's financial situation.

A paragraph from the *1983 Annual Report* is indicative of how the Association was (and still is) coping with less reliable sustaining support.

> *For the past several years most provinces have not been able to increase their annual grant to match inflation. In 1972 grants covered 75 per cent of CEA's expenses, in 1977, 64 per cent; and in 1982, only 46 per cent. Revenue received from grants in 1982 was only 8.9 per cent more than that received five years earlier, in 1977. Expenditures were 51.9 per cent higher in 1982 than in 1977, but CEA-generated revenue (all revenue other than grants) was 176.5 per cent above the 1977 figure.*

But the Territories Come In

One of the many discussions the Resolutions and Constitution Committee held while planning the new constitution was whether Yukon and Northwest Territories should be invited to participate in CEA in the same manner as the

provinces participated. There was not much discussion since all, including the Board, agreed such an invitation should be extended.

The 1982 constitution, therefore, provides that "The senior permanent official (or his or her nominee) of each provincial or territorial ministry or department of education that is contributing to the financial support of the Corporation shall be a Director of the Corporation."

The two territories provided their first sustaining grants in fiscal 1983-1984 and continue to be full participants in the work of the Association. CEA is now a truly national organization from "coast to coast to coast."

A Federal Presence in CEA?

Shortly after the Quebec government's withdrawal from CEA in 1982, the Executive Committee suggested the President and Executive Director informally investigate the potential for, and the pros and cons of, federal representation on the CEA Board of Directors. The representation would be in the same manner as that provided for the provincial/territorial ministries of education, a designated seat on the Board in return for an annual sustaining grant.

Those initially in favour of such an offer to the federal government felt that the voice of one federal official on a Board of 33 would not be an intrusion into provincial responsibility for education in Canada. The opinion was also expressed that this would provide an opportunity for informal discussions and exchanges of information which might well prevent situations occurring where provincial authorities do believe an unwarranted intrusion has been made.

Preliminary, informal talks with senior federal officials suggested there could be interest in receiving an offer to participate at the CEA Board level.

Discussions with deputy ministers of education, however, led to the conclusion that every provincial ministry of education, with one exception, would withdraw its support from the Association if a federal official became a member of the Board. Although the deputies themselves were not completely opposed to the idea, they firmly believed their political masters would be.

It was not until 1988 that the possibility of a federal seat on the Board of Directors again surfaced, this time at a meeting of the Committee on Finance. Once again senior federal officials were consulted on an informal basis, and once again the reaction was reasonably positive.

The deputies, and this time the ministers of education as well, were written to request their reaction. The response was almost totally opposite from that received in 1982. Of the nine provinces and two territories consulted (Quebec, not being a member, was not consulted), all but one expressed varying degrees of support. Even the province that expressed "no liking for the idea at all" said it would continue to support CEA even if there were a federal official at the Board table.

There was some feeling, on the part of federal officials especially, that observer status might be preferable to voting status.

At the February 19, 1988, Board meeting, the following motion was carried:

> *THAT the President establish a Task Force to prepare a position paper on the possible involvement of federal agencies in the activities of the CEA Board...*

The Task Force, composed of Tom Rich (Chair), Fernand Paradis and Bob Patterson, presented a report to the Executive Committee on May 19, 1988. The Executive then passed the following motion:

> *THAT the President, Task Force Chair and Executive Director begin some exploratory discussions with Secretary of State so that a final report and recommendation of the Task Force can be brought to the Board in September.*

Documentation for Board meetings is sent by courier to members one week in advance of meetings. The recommendation from the Task Force, included in the documentation for the September 27, 1988, meeting, was:

> *THAT CEA attempt to conclude an agreement with Secretary of State whereby Secretary of State would provide on an annual basis $100,000 to support CEA activities, and whereby Secretary of State would, if they so wished, have observer status on the CEA Board of Directors.*

The 1988 September Board meetings were held in Regina in conjunction with the annual convention. Shortly after arriving in Regina on Friday, September 23, Executive Director Bob Blair received a telephone call from CEA President Tom Williams. Dr. Williams had just been informed that the Quebec

government was prepared to re-enter CEA, but on condition that there be no federal representation on the Board, observer or otherwise.

The Executive Committee met on Monday morning, September 26. The Minutes record that "... following a thorough discussion of the situation, [the Executive] agreed that the top priority was to permit the re-entry to CEA of the Quebec government. Whatever recommendation the Executive would make to the Board on Tuesday, it was felt, it should not be one that would result in the exclusion of Quebec."

Executive Committee members who were present at the Monday meeting were Dr. Tom Williams, President; Dr. Jim Hrabi, Immediate Past President; Dr. Ray Fast; and Mr. Pat Fleck, who was representing Dr. Bernard Shapiro, then Ontario's Deputy Minister of Education. Missing were Mr. Jack Fleming, Dr. Naomi Hersom, M. Jacques Mongeau, and Dr. Shapiro, so a special meeting was called for the following morning, Tuesday, at 7:30 a.m. when more members would be available.

The special meeting on Tuesday morning, only five hours before the Board was scheduled to meet, had all Executive Committee members present with the exception of Bernard Shapiro, who was again represented by Pat Fleck.

Following a lengthy discussion of the options, the Executive Committee unanimously decided to recommend to the Board:

> *THAT the CEA, based on preliminary consultation with the Minister of Education of Quebec, looks forward to the immediate return of the Quebec Government as a full participating province with a proportional sustaining grant to be determined based on discussions between the Ministry of Education of Quebec and the Association.*
>
> *THAT the Board of Directors of CEA suspend current discussions with officials of Department of Secretary of State concerning possible membership of Secretary of State on the CEA Board in either observer or voting capacity.*

The Executive Committee recommendations were approved at the Board meeting later on Tuesday, without any discussion recorded in the Minutes.

Although, after 100 years, there is still no federal presence at the CEA

Board table, the Association, over the past eight or so years, has been conducting an increasing number of projects with federal funding support. Without exception, these projects are undertaken only with approval of the CEA Board of Directors.

Federal funds to support CEA projects have come from Multiculturalism Canada, Health and Welfare Canada, Secretary of State, the Federal Centre for AIDS, the federal National Literacy Secretariat, Employment and Immigration Canada. Many of these activities were initiated by Shannon and McCall Ltd., a consulting company based in White Rock, British Columbia. The firm negotiates with federal agencies and CEA to develop educational projects that are of interest to both federal and provincial authorities and that can be undertaken without provincial autonomy being undermined.

Project revenue from federal sources was $42,000 in 1986, $66,000 in 1987, $54,000 in 1988, $90,000 in 1989, $231,000 in 1990, and $240,000 in 1991.

Canadian Education Index is Privatized

On August 1, 1988, the *Canadian Education Index* and the *Directory of Education Studies in Canada*, published by CEA since 1972, and 1952 respectively, were transferred (sold for $1.00) to Micromedia Ltd. (From 1965 to 1972 the *Index* had been published by the Canadian Council for Research in Education, an organization whose assets and liabilities CEA acquired in 1972.)

In the early '80s it was becoming obvious that the *Index* could not survive much longer in its print only form with heavy reliance on volunteer indexers from across the country. The U.S.A. ERIC, with some, but little, Canadian content, was becoming more and more favoured by Canadian educational researchers because it was on-line, inexpensive to use, and much more up-to-date than the *Canadian Education Index* (*CEI*).

Various CEA special committees investigated the feasibility of creating an ERIC-like on-line bibliographic retrieval system for Canadian education to replace the *CEI*.

In 1987 a project prospectus was developed which detailed the principal options for restructuring the overall organization of the database system (input and output) and provided costs for each of the options. CEA would have required

about $250,000 additional revenue per year to produce and maintain the on-line product envisaged. That amount of funding was not available, and so the Board of Directors in February 1988 decided the Association should attempt to negotiate an agreement with Micromedia, a private database company which had earlier expressed interest in acquiring *CEI*.

As the *Index* was being transferred to Micromedia, the Council of Ministers of Education, Canada (CMEC), completed its work on the *Canadian Education Thesaurus* (*CET*), a bilingual authority file, and that too was transferred, through CEA, to Micromedia. The *CET* was a most important part of the entire project, and the Association expressed its gratitude to CMEC for having funded the construction of the thesaurus.

CEA retains involvement in the *Index* through a CEI Editorial Advisory Committee which the Association appoints. The Committee meets annually; expenses are shared between CEA and Micromedia.

Many improvements to the *Index* have been made by Micromedia. As well as being on-line (albeit at a high cost compared to ERIC), it is now available through CD-ROM. Improvements are continuing to be made and there is no doubt that the decision to privatize was a wise one.

And into the Nineties

As CEA celebrates its 100th anniversary and Canada its 125th anniversary, the country finds itself in deep recession and, in early 1992, unlikely to show significant recovery in the immediate future.

Not a stranger to difficult financial times, the Association is suffering through this period, but it will survive. Attendance figures for the 1991 convention in Calgary, the 1991 Short Course, and the 1992 Short Course were unusually low. The Course's name was changed in 1991 from the Short Course in Educational Leadership to the Short Course for Educational Leaders.

Partly because of the recession, and partly because people find it more and more difficult to be out of the office for an extended period of time, the 40th annual CEA Short Course for Educational Leaders, held in May 1992, was eight days in duration (one working week out of the office) rather than the traditional two weeks. The shorter Short Course will likely become a tradition itself.

Every President of CEA brings a strong commitment to the Association, and invariably new ideas which lead the organization forward. This has been

true for most of the past 100 years. There is not nearly enough space available to list the accomplishments of CEA Presidents, so we will simply mention one particular thrust initiated by the current (1991-1992) President Richard A. Dodds. An up-dated list of conventions and all CEA Presidents appears as Appendix B.

When he assumed the presidency in September 1991, Dick Dodds established a President's Council on the Voice of Education in the Future of Canada. The purpose was not to have CEA become politically involved in constitutional questions, but rather to bring some understanding of the issues to Canadians, specifically those now in school. The President appointed Dr. Rod Wickstrom, Superintendent of Schools, Delta, British Columbia, and M. Jacques Mongeau, président, Conseil scolaire de l'île de Montréal, as co-chairs.

The President's Council has worked extremely hard over the past several months. One of its major projects, due to be completed in October 1992, is a resource kit. The kit will contain numerous items in various formats, including video, intended to present a balanced picture of the issues as Canada debates its future.

The resource kit is being designed in such a way that it can be used by teachers and students from grade 6 - 12, and in community colleges and faculties of education. Some funding to assist with production has been received from Knowing Canada Better.

Realizing that Canada's future growth and prosperity will depend largely on young people now in school, President Dodds and his Council expect the resource kit to provide an opportunity for knowledge and understanding that has not previously been easily available.

On completion of his Royal Commission work, Keith Spicer said, "Canada is dying of ignorance, and an unwillingness to learn." Perhaps, because of the CEA President's Council on the Voice of Education in the Future of Canada, that statement will no longer be true in a few years.

Conclusion

Over the past 25 years there have been five studies on the role and nature of CEA, and a sixth, called the President's Council on the Role of CEA, began its work in late 1991 and is expected to present a final report in 1993.

Dr. Naomi Hersom, President of Mount Saint Vincent University, Halifax, served as CEA's first woman president in 1989-90. Here she is with Jacques Mongeau, Chairman of the Montreal Island School Council and CEA President 1988-89, and Jack Fleming of the B.C. Ministry of Education, who, as Chair of Honorary Life Membership Committee, awards an HLM to Gaston Dugas, formerly of the Montreal Catholic School Commission.

Dick Dodds, CEA President for 1991-1992, and Director of Education for the East York Board of Education, Toronto; and Dr. Ray Fast, CEA President for 1990-1991 and Director of Education for the Saskatoon Public School Board. With them is another former CEA President (from 1981-82), Dr. John Egnatoff of Saskatoon.

Three of the previous five studies have been mentioned elsewhere in this book. They were the Task Force on CEA's Role (1969); New Directions for CEA (1978); and the Five-Year Program Planning Committee Report (1982).

Not mentioned because the conclusions were much the same as the others were the Report of the CEA Policy and Planning Committee (1976) chaired by Tom Houghton, and the Five-Year Plan Committee (1986) chaired by Pat Fleck.

Although different titles were used and somewhat different terms of reference provided, all of these studies looked at how the Association was organized, governed and funded. The apolitical, neutral nature of CEA was on every agenda, as were relationships with other organizations and the types of activities the Association carried out.

Another common thread was a strong interest in pursuing equity of services for both official language groups.

Many other committee reports and papers that have been presented to the Board have also included discussion on CEA's structure, activities and organization.

The Marketing Committee, established in 1988 with Dick Dodds as chair, conducted a thorough examination of CEA's activities and target audiences. This Committee, among other things, produced the following Mission Statement, adopted by the Board in September 1990:

> *The Canadian Education Association pursues the improvement of education and serves the education community by providing opportunities to study issues of common interest; to share ideas, experiences and information; to establish and maintain linkages with government bodies, non-government agencies and individuals; to analyze trends and directions through research; and to participate in learning activities.*

Although CEA has consistently retained its neutral character, and has been encouraged to do so every time the matter has been written about or discussed, the Association has changed a great deal over the past 100 years.

One of the criticisms in the 1968 study was that deputy ministers of education were occupying the presidential chair too frequently and that control of the organization appeared to be "the property of the Deputy Ministers and a

handful of city superintendents." Over the past decade or so the presidency has been held by trustees and post-secondary people as well as by ministry and school board officials.

The constitution and the entire nominations procedure have been changed to make CEA a much more open and democratic organization than it was for the first 75 years of its life.

CEA was among the first associations to welcome the new technologies, progressing from word-processing machines to computerized, desk-top publishing in just a few years. Nearly all CEA publications are now produced in-house in both official languages. In 1991 the Association adopted a new technology to provide a new service in the form of a telephone/fax database system.

A more recent concern has been gender equity on the Board of Directors, specifically the few women elected to the Board compared to men. Because CEA does not have funds to pay expenses for Board members to attend meetings, those serving on the Board are people who do have access to travel funds, and these are generally people who hold senior positions in whatever educational sector they are employed.

Until recently, there were few women in senior educational positions. This is changing, but women are still very much underrepresented in the senior educational ranks.

On the 1977-78 CEA Board of Directors, there were two women, out of a total 32 members. On the 1991-92 35-person Board, seven are women.

In 1989 CEA elected its first women President, Dr. Naomi Hersom, then President of Mount Saint Vincent University in Halifax. Dr. Hersom was a superb educational leader and CEA President; undoubtedly many other equally talented women will occupy the CEA presidential chair long before another 98 years have passed.

This account of CEA's recent history (1977-1992) has, for want of space, omitted the names of hundreds of individuals who have contributed their expertise and time to the great benefit of the Association. They have served on the Board of Directors, on committees, or helped in many other ways. To all of you, the author extends heartfelt gratitude.

Robert E. Blair
Executive Director, June 1992

Appendix A

Constitution of the CEA

LETTERS PATENT

Text of Letters Patent (dated February 9, 1981, and recorded February 13, 1981), including amendments granted by Supplementary Letters Patent (dated December 10, 1982, and recorded December 16, 1982), and as amended on October 31, 1988.

I

The undersigned hereby apply to the Minister of Consumer and Corporate Affairs for the grant of a charter by letters patent under the provisions of Part II of the Canada Corporations Act constituting the undersigned, and such others as may become members of the Corporation thereby created, a body corporate and politic under the name of

CANADIAN EDUCATION ASSOCIATION
ASSOCIATION CANADIENNE D'ÉDUCATION

The undersigned have satisfied themselves and are assured that the proposed name under which incorporation is sought is not the same or similar to the name under which any other company, society, association or firm, in existence is carrying on business in Canada or is incorporated under the laws of Canada or any province thereof or so nearly resembles the same as to be calculated to deceive and that it is not a name which is otherwise on public grounds objectionable.

II

The applicants are individuals of the full age of twenty-one years with power under law to contract. The name, the place of residence and the calling of each of the applicants are as follows: John H.M. Andrews, Professor, 4923 College Highroad, Vancouver, British Columbia, V6T 1G7; John G. Egnatoff, Chairman, 23 Norman Crescent, Saskatoon, Saskatchewan, S7J 2K4; Lorne R. Moase, Deputy Minister of Education, 16 Glencove Drive, Charlottetown, Prince Edward Island, C1A 7T5.

The said John H.M. Andrews, John G. Egnatoff and Lorne R. Moase will be the first directors of the Corporation.

III

The objects of the Corporation are:

(1) To contribute to the improvement of education;

(2) To serve as a forum for educators, groups and individuals who are interested in education, and in particular, but without restricting the generality of the foregoing;

(3) To carry out any activity related to these ends, and among others

(a) to undertake and encourage the study of issues which are of common interest to educational institutions and educators;

(b) to organize meetings and to facilitate the exchange of ideas, experiences and information on educational topics;

(c) to establish and maintain relationships with government bodies, non-government bodies, and individuals interested in education;

(d) to undertake, commission or encourage and assist research or other studies related to the kinds of activities described herein, and to provide for the dissemination of information resulting from such studies; and

(e) to contribute to the development of its members in their respective roles in education.

IV

The operations of the Corporation may be carried out throughout Canada and elsewhere.

V

The place within Canada where the head office of the Corporation is to be situated is in the Municipality of Metropolitan Toronto, in the Province of Ontario.

VI

It is specially provided that in the event of dissolution or winding-up of the Corporation all its remaining assets after payment of its liabilities shall be distributed to one or more recognized charitable organizations in Canada.

VII

In accordance with Section 65 of the Canada Corporations Act, it is provided that, when authorized by by-law, duly passed by the directors and sanctioned by at least two-thirds of the votes cast at a special general meeting of the members duly called for considering the by-law, the directors of the Corporation may from time to time

(a) borrow money upon the credit of the Corporation;

(b) limit or increase the amount to be borrowed;

(c) issue debentures or other securities of the Corporation;

(d) pledge or sell such debentures or other securities for such sums and at such prices as may be deemed advisable; and

(e) secure any such debentures, or other securities, or any other present or future borrowing or liability of the Corporation, by mortgage, hypothec, charge or pledge of all or any currently owned or subsequently acquired real and personal, movable or immovable, property of the Corporation, and the undertaking and rights of the Corporation.

Any such by-law may provide for the delegation of such powers by the directors to such officers or directors of the Corporation to such extent and in such manner as may be set out in the by-law.

Nothing herein limits or restricts the borrowing of money by the Corporation on bills of exchange or promissory notes made, drawn, accepted, or endorsed by or on behalf of the Corporation.

VIII

The by-laws of the Corporation shall be those filed with the application for letters patent until repealed, amended, altered or added to.

IX

The Corporation is to carry on its operations without pecuniary gain to its members and any profits or other accretions to the Corporation are to be used in promoting its objects.

X

The official languages of the Corporation shall be English and French.

GIVEN under the seal of office of the Minister of Consumer and Corporate Affairs, Canada, February 9, 1981.

BY-LAW NO. 1 OF THE ASSOCIATION

Text of revised by-law, with amendment adopted by the general meeting in September 1983.

SECTION 1 - GENERAL

ARTICLE 1 - NAME

The Corporation shall be known as the Canadian Education Association/ Association canadienne d'éducation.

ARTICLE 2 - CORPORATE SEAL

The seal of the Corporation shall be in such form as shall be prescribed by the Board of Directors of the Corporation (the "Board") and shall have the words "Canadian Education Association/Association canadienne d'éducation" inscribed thereon.

The seal shall be kept at the head of office of the Corporation in the custody of the Executive Director.

ARTICLE 3 - OFFICIAL LANGUAGES

The members shall express themselves in the official language of their choice. The Board shall provide interpretation services at general meetings of the Corporation and may provide these services on other occasions.

For written communications, members shall be free to use the official language of their choice.

The official documents of the Corporation shall be written in both official languages. The official documents shall include the Letters Patent of the Corporation, By-Law No. 1 of the Corporations any other by-law of the Corporation, the proceedings of the general meetings of the members of the Corporation, the proceedings of the meetings of the Board, the financial statement of the Corporation, the notices of meetings, and any other documents declared official by the Board.

When reference is made herein to English-speaking and French-speaking individuals, it is recognized that a particular individual may be designated as either English- or French-speaking. The individual himself shall determine how he shall be designated.

ARTICLE 4 - REGIONS

Within the context of this By-law the regions are defined as: Atlantic Provinces; Québec; Ontario; Prairie Provinces and Northwest Territories; British Columbia and Yukon.

SECTION II - MEMBERSHIP

ARTICLE 5 - CATEGORIES

The Corporation shall have four categories of members, namely: Individual Members, Honorary Life Members, Associate Members and Corporate Sustaining Members.

In addition to the rights specified below, members in each category shall enjoy such other rights and privileges as are accorded to members in that category from time to time under the Regulations passed pursuant to this By-Law.

ARTICLE 6 - INDIVIDUAL MEMBERS

Those eligible to become Individual Members shall be individuals who are involved in or interested in education. Individual Members shall have the right to attend all meetings of the Corporation, to join in the discussions and to vote on any matter before the Corporation.

ARTICLE 7 - HONORARY LIFE MEMBERS

Honorary Life Members shall be persons elected or appointed as such by the Board from time to time by resolution. Honorary Life Members shall have the same rights and privileges as Individual Members.

ARTICLE 8 - ASSOCIATE MEMBERS

Those eligible to become Associate Members shall be non-commercial associations and institutions that are directly involved with or concerned about education and that wish to be associated with the Corporation and its work. Associate Members shall have the right to attend all meetings of the Corporation and to join in the discussions. One representative of each Associate Member shall have the right to vote.

ARTICLE 9 - CORPORATE SUSTAINING MEMBERS

Those eligible to become Corporate Sustaining Members shall be non-governmental enterprises, including commercial corporations, that are directly involved with or concerned about education and that wish to be associated with the Corporation and to support its work. Corporate Sustaining Members shall have the right to attend all meetings of the Corporation and to join in the discussions, and one representative of each Corporate Sustaining Member shall have the right to vote.

ARTICLE 10 - GENERAL MEETINGS

10.1 Frequency

The members of the Corporation shall meet at least once a year to transact any general business which may properly come before such meeting.

10.2 Place

The annual general meeting shall be held at such place in Canada, and on such day in each year as the Board may by resolution determine.

10.3 Special Meetings

Special meetings of the Corporation shall be called by the President at the request of not fewer than ten members of the Board of Directors.

10.4 Notice of Meetings

Notice calling meetings of the members shall be sent not later than twenty-one days prior to the meeting to each member by mail or telegram to his last address recorded on the books of the Corporation. When it is deemed to be urgent it shall be sufficient notice if the members are summoned to a meeting on twenty-four hour's notice by telegram, telex or telephone or in any other practical manner. Notwithstanding the foregoing, the notice required under this section may be given by announcing the same in an issue of the Corporation's official newsletter that is sent to members not later than twenty-one days prior to the meeting.

10.5 Quorum

Fifty members present shall constitute a quorum at an annual general meeting. One hundred members present shall constitute a quorum at a Special Meeting.

Notwithstanding the foregoing, quorum shall not be deemed to be present unless there be at least one member present from each of the five regions.

ARTICLE 11 - MEMBERSHIP FEES

The annual membership fees shall be determined from time to time by the Board of Directors and shall be payable annually.

ARTICLE 12 - MEMBERSHIP REQUIREMENTS

Upon application and payment of the prescribed fee, those eligible for the above categories of membership shall become members of the Corporation.

ARTICLE 13 - CESSATION OF MEMBERSHIP

Any member of the Corporation may resign as a member by sending a letter of resignation to the Corporation.

Any member of the Corporation shall be deemed to have resigned on failure to pay any applicable membership fee.

ARTICLE 14 - AUDITOR

An annual audit shall be made by an auditor who shall be appointed by the Corporation at its annual general meeting. The fiscal year of the Corporation shall be from January 1st to December 31st unless otherwise determined by the Board.

SECTION III - BOARD OF DIRECTORS

ARTICLE 15

15.1 Composition of the Board

The Board shall be composed of the Immediate Past President and *thirty-four* other Directors, all of whom shall be voting members of the Corporation.

15.1.1 Designated Directors

The senior permanent official (or his nominee) of each provincial or territorial ministry or department of education that is contributing to the financial support of the Corporation shall be a Director of the Corporation.

15.1.2 Elected Directors

All the other Directors (except the Immediate Past President) and the elected Officers shall be elected by a majority vote of members of the Corporation having voting privileges at the annual general meeting upon the recommendation of the Nominations Committee.

15.1.3 Elected Officers

The elected Officers of the Corporation are the President, the First Vice-President, and the Second Vice-President. They must be chosen from among the Directors of the Corporation.

At least one among the elected Officers, and the Immediate Past president, be it the President, the First or Second Vice-President, or the Immediate Past President shall be English-speaking, and at least one shall be French-speaking.

15.2 Nominations Committee

The Nominations Committee shall be composed of five CEA members, each of whom shall be elected by the delegates of his own region annually; of four CEA members selected by the President at the annual general meeting, and of the Immediate Past President who shall be Chairman of the Committee.

15.3 Selection Procedures

There shall be at least one Director from each province and territory.

At least *eight* of the thirty-five Directors shall be English-speaking and at least *eight* shall be French-speaking.

The Nominations Committee shall be aware of these requirements governing the composition of the Board, and shall take cognizance of the desirability of having members identified with the various sectors of the educational community.

The Nominations Committee shall each year propose a slate for the vacant seats on the Board which shall constitute the recommendation of the Nominations Committee. It shall advise the membership of the number of seats to be filled and the selection criteria to be used. The Nominations Committee shall receive and, if necessary, solicit nominations from the membership.

ARTICLE 16 - MANDATE

All Directors, with one exception, shall serve for a term of two years which shall commence at the dissolution or adjournment of the annual general meeting at which they are elected and shall continue until the dissolution or adjournment of the annual general meeting two years hence. One Director from the province or territory hosting the CEA Convention shall serve for a term of one year only.

A Director shall be eligible for re-election or re-appointment for a further term or for further terms of office.

Each elected Officer shall serve for a term of one year which shall commence at the dissolution or adjournment of the annual general meeting at which he is elected and shall continue until the dissolution or adjournment of the annual general meeting the following year.

Each elected Officer shall be eligible for re-election for a further term or further terms of office.

A Director who moves to another province or region may continue to serve as a Director for the remainder of his term of office.

ARTICLE 17 - POWERS OF THE BOARD

The Board shall be responsible for the management of the affairs of the Corporation, shall establish such policies as it deems necessary to govern the day-to-day management of those affairs, and shall submit a report on the affairs of the Corporation to the members at each annual general meeting. Without restricting the generality of the foregoing

(a) the Board shall have the power to employ and pay salaries to staff and to authorize other expenditures on behalf of the Corporation from time to time for the purpose of furthering the objectives of the Corporation; and the Board also shall have the power to make expenditures and may by resolution delegate to an Officer or Officers of the Corporation the right to make expenditures;

(b) the Board may appoint such committees, task forces or councils as it deems advisable;

(c) the Board shall, under recommendation from the Executive Committee, appoint the Executive Director and the Assistant Director;

(d) the Board may solicit, receive and administer grants, donations, devises, bequests of real and personal property, and other forms of direct and indirect financial support to further the work of the Corporation.

The Board may prescribe rules and regulations relating to the management and operation of the Corporation provided that such rules and regulations not be inconsistent with this by-law.

ARTICLE 18 - MEETINGS OF THE BOARD

The new Board of Directors shall hold its first meeting following the close of the annual general meeting of the Corporation and shall hold at least two other meetings during the year.

Other meetings of the Board of Directors shall be held at the call of the President.

ARTICLE 19 - LIABILITIES

1. No Director or Officer of the Corporation shall be liable for

(a) the acts, receipts, neglects or defaults of any other Director or Officer, or for joining in any receipts or other act for conformity.

(b) any loss or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by order of the Board for or on behalf of the Corporation.

(c) the insufficiency or deficiency of any security in which or upon which any moneys of the Corporation shall be invested.

(d) any loss or damage arising from the bankruptcy, insolvency or tortious act of any person with whom any of the moneys, securities or effects of the Corporation shall be deposited.

(e) any loss occasioned by any error of judgement or oversight on his part.

(f) any other loss, damage or misfortune whatever which shall happen in

the execution of the duties of his office or in relation thereto unless the same shall happen through his own dishonesty or wilful neglect.

2. Every Director or Officer of the Corporation and his heirs, executors and administrators, and estate and effects respectively, shall at any time or from time to time be indemnified and saved harmless out of the funds of the Corporation from and against:

(a) all costs, charges and expenses whatsoever which such Director or Officer sustains or incurs in or about any action, suit or proceeding which is brought, commenced or presented against him, for or in respect of any act, deed, matter or thing whatsoever made, done or permitted by him, in or about the execution of the duties of his office;

(b) all other costs, charges and expenses which he sustains or incurs in or about or in relation to the execution of the duties of his office except such costs, charges or expenses as are occasioned by his own dishonesty or wilful neglect.

ARTICLE 20 - REMUNERATION

Elected Officers and other Directors, as such, shall not receive remuneration for their services, but by resolution of the Board the expenses of their attendance at meetings of the Board or otherwise incurred in connection with their services as elected Officers or as Directors may be allowed and paid. Nothing herein contained shall be construed to preclude any Director serving the Corporation in any other capacity and receiving compensation therefor.

SECTION IV - EXECUTIVE COMMITTEE

ARTICLE 21 - COMPOSITION

The Executive Committee shall be composed of seven Directors: the Immediate Past President, the President, the First and Second Vice-Presidents who are elected; and three other Directors appointed by the Board.

ARTICLE 22 - DUTIES

The Executive Committee shall take such action as circumstances may require in the interval between meetings of the Board and shall act in an advisory capacity to the President. The Executive Committee also shall perform such other duties and have such powers as may from time to time be prescribed by the Board.

The Executive Committee shall appoint senior administrative staff, other than the Executive Director and Assistant Director, as from time to time is deemed necessary, such staff being responsible to the Executive Committee and the Board of Directors through the Executive Director.

ARTICLE 23 - DUTIES OF THE PRESIDENT

The President shall:

(a) preside at all meetings of the Corporation, Board and Executive Committee; in his absence, the First or Second Vice-President shall preside; in the absence of the Vice-President; a *pro tempore* chairman shall be appointed on nomination, the Executive Director putting the question;

(b) supervise the affairs and operations of the Corporation;

(c) see that orders and resolutions of the Board and Executive Committee are carried out;

(d) call Executive meetings from time to time;

(e) have the right to make decisions affecting the affairs of the Corporation between Executive meetings;

(f) perform such other duties as may from time to time be prescribed by the Board.

The President may appoint such committees as deemed expedient by the Board of Directors or by the Executive Committee acting on its behalf.

Should the President be unable to complete his term of office, the First Vice-President shall assume the presidency. If the First Vice-President is unable to complete this term, the Second Vice-President shall become President until the next annual general meeting.

ARTICLE 24 - VACANCIES

The position of an elected Officer, Director or member of the Executive Committee shall be vacated automatically;

(a) if a person resigns his office by delivering a written resignation to the President, or, in the case of the President, to the First Vice-President,

(b) if at a special meeting of members of the Corporation a resolution is passed by three-quarters of the members present at the meeting that he be removed from office,

(c) on death.

The Board of Directors shall have power to fill all vacancies in its own body when such vacancies arise in the interval between annual general meetings of the Corporation.

SECTION V - SECRETARIAT

ARTICLE 25 - EXECUTIVE DIRECTOR

The secretariat shall have an Executive Director and an Assistant Director; one shall be English-speaking, and one shall be French-speaking.

The Executive Director shall be the chief administrative officer of the Corporation and shall be bonded.

The Executive Director shall:

(a) carry out the day-to-day management of the affairs of the Corporation in accordance with the management policies established and the expenditures authorized by the Board;

(b) submit a report on the affairs of the Corporation at each Board meeting;

(c) carry out undertakings approved by the Board of Directors and the Executive Committee;

(d) conduct all official correspondence of the Corporation, the Board of Directors and the Executive Committee;

(e) keep an accurate account of the proceedings of the meetings of the Corporation, of the Board of Directors and of the Executive Committee;

(f) receive and under the direction of the Board of Directors hold in safekeeping all moneys paid to the Corporation;

(g) make payments in accordance with the orders of the Board of Directors;
(h) keep an accurate account of revenue and expenditures on behalf of the Corporation; (i) submit a full statement of revenue and expenditures for audit when directed to do so by the Board of Directors;
(j) carry out such additional duties as may be assigned by the Board of Directors.

SECTION VI - MISCELLANEOUS

ARTICLE 26 - CERTIFICATION OF DOCUMENTS

All documents of the Corporation shall be certified by the Executive Director or such other Officer or other Officers as may from time to time be designated by the Board.

ARTICLE 27 - EXECUTION OF DOCUMENTS

Contracts, documents or any instruments in writing requiring the signature of the Corporation shall be signed by the President together with any one of the First Vice-President, the Second Vice-President or the Executive Director, and all contracts, documents and instruments in writing so signed shall be binding upon the Corporation without any further authorization or formality. The Board shall have the power from time to time by resolution to appoint an Officer or Officers on behalf of the Corporation either to sign specific contracts, documents and instruments in writing generally, or to sign specific contracts, documents and instruments in writing. The seal of the Corporation when required may be affixed to contracts, documents and instruments in writing signed as aforesaid by the Executive Director or by any other Officer or other Officers appointed by resolution of the Board.

ARTICLE 28 - AMENDMENT OF BY-LAWS

The by-laws of the Corporation may be enacted, and any by-law may be repealed, altered, or amended at an annual general meeting of the Corporation by a two-thirds vote of the members present, provided that written notice of motion of the enactment, repeal, alteration or amendment has been given at least forty-eight hours before the meeting at which the motion is to be considered. The enactment, repeal, alteration or amendment of such by-laws shall not be enforced or acted upon until the approval of the Minister of Consumer and Corporate Affairs has been obtained.

ARTICLE 29 - INTERPRETATION

In this by-law, the singular shall include the plural and the plural the singular; the masculine shall include the feminine.

Appendix B

Chronological List of Conventions and Presidents 1892-1991

No.	Place	Date	President	Secretary	Attendance
1	Montreal	July 5-8, 1892	1891-1892 Hon. G.W. Ross Minister of Education, Ontario	Rev. E. I. Rexford Secretary, Protestant Council, Quebec	
2	Toronto (jointly with OEA)	Apr. 16-18, 1895	1892-1895 Hon. G.W. Ross	Rev. E. I. Rexford	
3	Halifax	Aug. 2-5, 1898	1895-1898 A.H. MacKay, Superintendent of Education, N.S.	A. H. McKay, Halifax	
4	Ottawa	Aug. 14-16, 1901	1898-1901 J.A. McCabe, Principal, Ottawa Normal School	J.T. Bowerman	

No.	Place	Date	President	Secretary	Attendance
5	Winnipeg	July 26-29, 1904	1901-1904 D.J. Goggin, Superintendent, North-west Territories, Regina	W.A. McIntyre, Winnipeg	
6	Toronto	July 10-13, 1907	1904-1907 John Millar, Deputy Minister of Education, Ontario	D.J. Goggin, Toronto	
7	Victoria	July 13-16, 1909	1907-1909 Alexander Robinson, Superintendent of Education, B.C.	J.D. Buchanan, Normal School, Vancouver	
8	Ottawa	Aug. 20-23, 1913	1909-1913 J.W. Robertson, Principal, Macdonald College	C.J. Lynde, Professor of Physics, Macdonald College (To Jan. 1912) J.A. Dale, Professor of Education, McGill University (Jan. 1912-Aug. 1913)	
9	Ottawa	Jan. 31-Feb. 2, 1917	1913-1917 J.W. Robertson	J.H. Putman, Inspector of Schools, Ottawa	
10	Ottawa	Nov. 20-22, 1918	1917-1918 W.S. Carter, Superintendent of Education, New Brunswick	J.H. Putnam	
11	Ottawa	Nov. 1-3, 1922	1918-1922 F.W. Merchant, Director of Technical Ed., Ontario	J.H. Putnam	

No.	Place	Date	President	Secretary	Attendance
*					
13	Ottawa	Nov. 10-12, 1925	1922-1925 G.W Parmelee, Director of Protestant Education, Quebec	J.H. Putnam	
14	Winnipeg	Nov. 1-3, 1927	1925-1927 R. Fletcher, Deputy Minister of Education, Manitoba	J.H. Putnam	
15	Montreal	Nov. 5-7, 1929	1927-1929 F.H. Sexton, Director of Technical Ed., Halifax	J.H. Putnam	
16	Toronto	Nov. 6-8, 1934	1929-1934 J.T. Ross, Deputy Minister of Education, Alberta	W.J. Karr, Director of English Instruction, Ontario	
17	Regina	Oct. 19-21, 1936	1934-1936 G.F. Rogers, Chief Inspector of Secondary Schools, Ontario	W.J. Karr	
18	Halifax Saint John Charlottetown	Aug. 15-19, 1938	1936-1938 H.F. Munro, Superintendent of Ed., Nova Scotia	W.J. Karr	
19	Ottawa	Aug. 27-29, 1941	1938-1941 G.F. McNally Deputy Minister of Education, Alberta	J.G. Althouse	

* There was no 12th convention

No.	Place	Date	President	Secretary	Attendance
20	Victoria	Sept. 15-17, 1942	1941-1942 S.J. Willis, Deputy Minister of Education, British Columbia	J.G. Althouse	
21	Quebec	Sept. 14-16, 1943	1942-1943 W.P. Percival, Director of Protestant Education, Quebec	J.G. Althouse	
22	Toronto	Oct. 11-13, 1944	1943-1944 V.K. Greer, Superintendent of Elementary Education, Ontario	C.E. Phillips	
23	Edmonton	Aug. 20-22,1946	1944-1946 F. Peacock, Director of Education, New Brunswick	C.E. Phillips	
24	Quebec	Sept.11-13, 1947	1946-1947 B.O. Filteau, Deputy Minister, Quebec	C.E. Phillips F.K. Stewart	
25	Winnipeg	Sept. 28-30, 1948	1947-1948 A.R. Lord, Principal, Vancouver Normal School	F.K. Stewart	
26	Fredericton	Sept.13-15, 1949	1948-1949 J.G. Althouse, Chief Director of Ed., Ontario	F.K. Stewart	

No.	Place	Date	President	Secretary	Attendance
27	Victoria	Oct. 2-4, 1950	1949-1950 L.W. Shaw, Deputy Minister , Prince Edward Island	F.K. Stewart	
28	Saskatoon	Sept. 18-20, 1951	1950-1951 M.E. LaZerte, Dean of Education, University of Alberta	F.K. Stewart	
29	Toronto	Sept. 16-18, 1952	1951-1952, H.P. Moffatt, Deputy Minister, Nova Scotia	F.K. Stewart	
30	Halifax	Sept. 15-17, 1953	1952-1953 C.C. Goldring, Director of Education, Toronto Board of Education	F.K. Stewart	
31	Edmonton	Sept. 14-16, 1954	1953-1954 G.A. Frecker, Deputy Minister , Newfoundland	F.K. Stewart	
32	Quebec	Sept. 20-23, 1955	1954-1955 W.H. Swift, Deputy Minister, Alberta	F.K. Stewart	
33	Winnipeg	Sept. 26-28, 1956	Allan McCallum, Deputy Minister, Saskatchewan	F.K. Stewart	400
34	Fredericton	Sept. 17-19, 1957	Trefflé Boulanger, Director General, Montreal	F.K. Stewart	434

No.	Place	Date	President	Secretary	Attendance
35	Victoria	Sept. 16-18, 1958	Harold Campbell, Deputy Minister, British Columbia	F.K. Stewart	589
36	Saskatoon	Sept. 15-17, 1959	F.E. MacDiarmid, Deputy Minister, New Brunswick	F.K. Stewart	464
37	Toronto	Sept. 20-22, 1960	Charles E. Phillips, Director, Graduate Studies, Ontario College of Education	F.K. Stewart	725
38	Halifax	Sept. 20-22, 1961	B. Scott Bateman, Deputy Minister, Manitoba	F.K. Stewart	536
39	Edmonton	Sept. 19-21, 1962	Joseph L. Pagé, Deputy Minister, Quebec	F.K. Stewart	613
40	Quebec	Sept. 26-28, 1963	R.F. Sharp, Superintendent of Schools, Vancouver	F.K. Stewart	903
41	Winnipeg	Sept. 16-18, 1964	F.S. Rivers, Chief Director, Ontario	F.K. Stewart	707
42	Fredericton	Sept. 22-24, 1965	W.C. Lorimer, Superintendent of Schools, Winnipeg	F.K. Stewart	900

No.	Place	Date	President	Secretary	Attendance
43	Vancouver	Sept. 21-23, 1966	H.T. Coutts, Dean of Education, University of Alberta	F.K. Stewart	1,000
44	Regina	Sept. 27-29, 1967	P.J. Hanely, Deputy Minister, Newfoundland	F.K. Stewart	825
45	Toronto	Sept. 18-20, 1968	Lyle H. Bergstrom, Deputy Minister, Saskatchewan	F.K. Stewart	1,150
46	Halifax	Sept. 24-26, 1969	J.R. McCarthy, Deputy Minister, Ontario	F.K. Stewart	1,125
47	Edmonton	Sept. 23-25, 1970	F.T. Atkinson, Deputy Minister, New Brunswick	F.K. Stewart	925
48	Montreal	Sept. 22-24, 1971	Gérard Barbeau, Director General, Montreal	F.K. Stewart	1,072
49	Winnipeg	Sept. 20-22, 1972	T.C. Byrne, President, Athabasca University, Edmonton	F.K. Stewart	895
50	Vancouver	Sept. 26-28, 1973	Harold M. Nason, Deputy Minister, Nova Scotia	F.K. Stewart	1,061

No.	Place	Date	President	Secretary	Attendance
51	Regina	Sept. 25-27, 1974	George E. Flower, Co-ordinator, Grad. Studies, OISE, Toronto	F.K. Stewart	800
52	Toronto	Sept. 24-26, 1975	J. Phillipson, Associate Deputy Minister, British Columbia	F.K. Stewart	967
53	Halifax	Sept. 22-24, 1976	George H. Waldrum, Deputy Minister, Ontario	F.K. Stewart	1,025
54	Calgary	Sept. 28-30, 1977	Carmen F. Moir, Deputy Minister, Nova Scotia	F.K. Stewart	1,100
55	Québec City	Sept. 27-29, 1978	Jacques Dubois, directeur général, Commission scolaire régionale Meilleur, Granby	G. Nason	1,256
56	Winnipeg	Sept. 26-28, 1979	Earle K. Hawkesworth, Deputy Minister, Alberta	G. Nason	1,013
57	Vancouver	Sept. 24-26, 1980	Lorne R. Moase, Deputy Minister, Prince Edward Island	G. Nason	1,172

No.	Place	Date	President	Secretary	Attendance
58	Saskatoon	Sept. 23-25, 1981	John H.M. Andrews, Faculty of Education, University of British Columbia	R.E. Blair	817
59	Toronto	Sept. 28-Oct. 1, 1982	John E. Egnatoff, Chairman, Saskatoon Public Board of Education	R.E. Blair	822
60	Halifax	Sept. 27-30, 1983	Cyril J. McCormick, Assistant Deputy Minister, Newfoundland	R.E. Blair	879
61	Edmonton	Sept. 16-21, 1984	G.E. Malcolm MacLeod, Assistant Deputy Minister, New Brunswick	R.E. Blair	788
62	Québec City	Sept. 17-20, 1985	Fernand Paradis, directeur général, Fédération des commissions scolaires catholiques du Québec	R.E. Blair	765
63	Winnipeg	Sept. 16-19, 1986	John H. Wormsbecker, Deputy Superintendent, Vancouver S.D. 39	R.E. Blair	494
64	Vancouver	Sept. 29-Oct. 2, 1987	James S. Hrabi, Assistant Deputy Minister, Alberta	R.E. Blair	705

No.	Place	Date	President	Secretary	Attendance
65	Regina	Sept. 27-30, 1988	Tom R. Williams, Vice-Principal, Operations and University Relations, Queen's University, Kingston	R.E. Blair	515
66	Toronto	Sept. 26-29, 1989	Jacques Mongeau, président, Conseil scolaire de l'Île de Montréal	R.E. Blair	729
67	Saint John	Sept. 25-28, 1990	Naomi Hersom, President, Mount Saint Vincent University, Halifax	R.E. Blair	558
68	Calgary	Sept. 24-27, 1991	Ray G. Fast, Director of Education, Saskatoon S. D. No. 13,	R.E. Blair	457

* Attendance figures are provided for conventions beginning in 1956, and show the total attendance, which includes registered (fee paying) persons, spouses, special guests (honorary life members, press et al.).

Appendix C

Significant Dates and Events in the History of CEA

The following items have been extracted from the history of the organization (1891-1956) and from the minutes of early meetings of the Directors and the Executive of the CEA.

They were prepared by Dr. Freeman K. Stewart, CEA's former Executive Director (1947-1977) and refer to documentation contained in his publication *Interprovincial Co-operation in Education* (Gage, 1957) and *Canadian Education Association 1955-1977* (CEA, 1982).

1867 OCTOBER. Letter read at the convention of the Provincial Association of Protestant Teachers of Lower Canada from the Provincial Teachers' Association of Ontario proposing "the establishment of an educational organization for the whole Dominion". Agreed to by resolution. No progress made.

1889 OCTOBER. Executive of P.A.P.T. resolved to take action towards establishing a Dominion Conference of Teachers.

1891 JULY 16-18. At a convention of the National Education Association of the U. S. meeting in Toronto, Canadian teachers present resolved "that an Association for the Teachers of the Dominion of Canada should be formed, to be called 'The Educational Association of the Dominion of Canada'." (Moved by the Rev. Dr. Burwash of Victoria College, seconded by Dr. Bryce of Manitoba College). A provisional council was established with the Honourable G. W. Ross, Ontario Minister of Education, as President. The name decided upon for the organization was the Dominion Educational Association.

1892 JULY 5-8. The first convention of the DEA was held in the High School Buildings, Montreal. Its *Proceedings* were published in 1893 - 302 pages, clothbound.

It was unanimously resolved "that the Constitution and By-laws be translated into French and entered in the minute book in that language, and that the name of the Association in French be as follows: 'L'Association d'Éducation du Canada'." (Moved by the Honourable Gédéon Quimet, Superintendent of Public Instruction, Quebec; seconded by Dr. J. R. Inch, Superintendent of Instruction for New Brunswick.)

It was agreed to offer a prize for a history of Canada. This was not mentioned again in the records until 1918 where it is revealed that $2,000 for this purpose was contributed by all the provinces in 1893. The money or prize was awarded to a Mr. Clements of Toronto, and his history was published in 1897. Within a few years (it was said in 1918) the history was regarded as out-of-date and discontinued.

1909 JULY 13-16. The records of this convention in Victoria indicate that "The development in thinking on the function and the potentialities of the DEA as an organization reached a peak at the Victoria convention in 1909 which it did not attain again until 1942." This did not necessarily result in action.

1913 AUGUST 20-23. This convention in Ottawa proposed that the DEA meetings would be represented by each province and the representatives should include an official representative of each education department.

1917 JANUARY 31-FEBRUARY 2. At this mid-winter meeting in Ottawa each provincial department of education was represented by an official delegate who was so named. For the first time since 1901 (at which there was considerable discussion of the need for a federal bureau of education), Catholic Quebec was represented at the meeting in the person of the Superintendent of Education for Quebec.

The importance of collecting *education statistics* was discussed and the Dominion Statistician met with the representatives of each province present at the convention.

1918 NOVEMBER 20-22. A new constitution was adopted which made the organization representative of each province. The DEA was renamed the Canadian Education Association. The collection of education statistics was approved, at the request of the Dominion Statistician, by DEA, now CEA, representatives.

1918- 1934 A period of very little activity by the CEA. A National Council of Education, blooming briefly, overshadowed it. Note curious error in the future numbering of conventions, as reported on page 33 of the Stewart thesis (mimeographed).

1934 NOVEMBER 6-8. Toronto. Five years had elapsed since the last convention. Agreed, on a proposal by Dr. G. Fred McNally (Alberta), that committees be appointed to study and report on specific educational problems in which all provinces would be interested. A number of committees were appointed for this purpose.

1936 OCTOBER 19-21. Regina. Committees appointed at the previous convention actually reported. This was one of the CEA's first substantial activities. A CTF representative proposed that CTF and CEA co-operate in appointing a committee to study the possibility of forming a Dominion Bureau of Educational Research. Agreed. Between 1934 and 1936 each province made a small grant towards support of the CEA.

1938 AUGUST 15-19. Halifax - Saint John - Charlottetown. Called the Peripatetic Convention. Dr. J. G. Althouse (Ontario) appointed Hon. Secretary-Treasurer. Newfoundland joined CEA (at request of Newfoundland's Secretary of Education, Dr. L. W. Shaw). Constitution amended to change CEA's name to Canada and Newfoundland Education Association (CNEA). The Canadian Council for Educational Research was established. The Directors began to meet between conventions and assume executive or decision-making responsibilities.

1942 SEPTEMBER 15-17. Victoria. Directors resolved that "the CNEA immediately establish a permanent secretariat in Ottawa." This was to divert pressure from other groups for a federal bureau of education. A Survey Committee was appointed, on formal request from the Dominion Committee on Post-War Reconstruc-

tion, "to ascertain the Chief Educational Needs of the Dominion of Canada." The Committee reported in the spring of 1943. This was to serve as a blueprint for Canadian education following the war. Printed in 10,000 copies, the report was also of great importance to the development of the CNEA. It showed the provinces could work together on a specific task in education.

1943 SEPTEMBER 14-16. Quebec. The establishment of a national council on school broadcasting was approved.

1944 OCTOBER 11-13. Toronto. During 1943-44 the minutes of meetings of directors and executive were printed as separate booklets, a new development. For the first time, too, the President reviewed the activities of the Association over the past year. These were substantial. The Canada-U.S. Committee on Education was established; this was discontinued by its U. S. sponsor, the American Council on Education, in 1961. Dr. Fletcher Peacock (Director of Education, New Brunswick, i.e. Deputy Minister) elected President

1944 NOVEMBER. Executive meeting approved "the early publication of a quarterly journal." Agreed to seek funds for various activities and to encourage meetings of Ministers of Education.

1945 MARCH. Executive meeting learned that funds would be obtained. Agreed that full-time Secretary be appointed.

1945 APRIL. Executive meeting received letter from B. O. Filteau, Vice-president and Quebec Deputy Minister, that Quebec would not support financially the proposed new office and that he was resigning from CNEA. The Executive decided to proceed without Quebec, the other provinces having agreed to support the CNEA proportionally.

1945 JUNE. Executive meeting advised that Quebec had reconsidered. Mr. Filteau attended the meeting and announced financial support from Quebec for a CNEA office.

Executive agreed to appoint Dr. Charles E. Phillips as first full-time Secretary-Treasurer as from September 1, 1945. Office established September 1. Funds for research on school health obtained from Canadian Life Insurance Officer's Association. Director appointed as from September 1, 1945 (a five-year study).

Magazine, *Canadian Education*, to be published in October in 4,000 copies. Plans for the 1945 convention were cancelled; thus the dynamic Dr. Peacock remained as President for two years.

1945 NOVEMBER. Director's meeting. Canadian Council for Research disbanded. CNEA Research Council formed in its place. In response to request from the National Film Board, Directors set up a National Advisory Council on Educational Films (to the NFB).

1946 AUGUST 20-22. Edmonton. New constitution approved, with elaborate voting system designed to give provincial departments of education control over the Association (never needed). Newfoundland agreed to the CNEA being renamed the CEA with full Newfoundland participation. Directors agreed to undertake an interprovincial teacher exchange scheme (for promotion of Canadian unity), and to

include other English-speaking countries. These were important initiating meetings. New Brunswick Minister invited other Ministers to be present and four came; relations with Imperial Oil Limited began.

1946 AUTUMN. Executive approved information service and decided to initiate monthly *Newsletter* (mimeograped). By March, 1947, 19 school boards in 16 cities participated. Dr. Phillips announced he would resign as Secretary-Treasurer on June 30, 1947, having been on leave of absence from Ontario College of Education. He refused permanent appointment.

1947 MAY. Executive advised of funds from business and industry for study by a CEA Research Committee on Practical Education. Director appointed to begin study in August, 1947 (a four year study).

F. K. Stewart appointed Secretary-Treasurer as of June 1, 1947, overlapping with Dr. Phillips for month of June. (renamed Executive Secretary)

1947 SEPTEMBER 11-13. At request of Ministers Meeting in Quebec, Directors agreed to set up a study on the Status of the Teaching Profession (LaZerte); this was followed by a second study leading to Recommendations on the Teaching Profession. Both were widely read and highly influential. Directors approved "inclusion on staff of a bilingual officer of French-Canadian origin" (September 10, 1947).

Incorporation: Directors decided to incorporate CEA with a Dominion charter. Secretary of State required that each provincial minister approve this step by letter. All agreed and provided the letter requested, except Quebec, which refused. On Ottawa's insistence on a letter, the proposal for incorporation was abandoned (1948 minutes). A lawyer had been employed to expedite the proposal. A CEA committee recommended a basic syllabus for post-school education of immigrants which was adopted by virtually all provinces.

1948 SEPTEMBER 28-30. Winnipeg. Reported to Directors that there were insufficient funds in the budget to appoint a French-speaking officer in the light of other commitments. Agreed to seek from the provinces a total of $25,000 in grants, an increase of 66-2/3 per cent over 1947 grants. This was obtained.

1949 CEA appointed French-speaking Assistant Secretary as of September 1, 1949. *Newsletter* began to be printed instead of mimeographed. Imperial Oil Limited presented CEA with a print and copyright of "The Loon's Necklace" - "the outstanding artistic film of 1948."

1950 OCTOBER 2-4. Victoria. As a result of a memo, the Ministers of Education meeting there agreed to provide a special grant to the CEA to enable it to send a representative to international education conferences, usually the International Bureau of Education Conference in Geneva. Representation began in 1952, leading to more active and extended relations with the External Affairs Department.

1951 CEA-CNA Joint Committee established to examine success of a Nursing Demonstration School in Windsor (September 1951 - April 1952). Study done by Dr. A. R. Lord (CEA), Vancouver.

In December first grant to the CEA from the W. K. Kellogg Foundation for a project in school administration for a five-year period (January 1, 1952 - December 31,

1956). The second grant was for four years (January 1, 1957 - December 31, 1960).

1952 CEA agreed to set up with the CTF a National Advisory Committee on Educational Research, and to invite other national bodies to join with them.

1955 **JUNE.** CEA convened a meeting of Deans of Education and Professors of Educational Administration in Toronto. (Dr. G. E. Flower, CEA-Kellogg Project). This was the first occasion for all such persons to meet together. It should be noted that at the CEA convention in Victoria, October 2-4, 1950, the CEA arranged a meeting and a luncheon for teacher training officials to discuss the need for improved facilities for graduate work in education. The group felt that funds would not be available for one super-type of graduate school. It was felt that (1) present schools should specialize in particular fields according to their interests and capability, (2) there should be a readier exchange of credits, and (3) the CEA should gather information on graduate courses now available, faculty strengths, etc. The foregoing activities are not now very well known and are of interest in view of the CEA's later support of graduate work in school administration in Alberta - supporting the development of a speciality.

1956 Formation of Canadian Conference of Deans and Professors of Education, an outgrowth of the CEA-Kellogg Project - to meet annually as one of the Learned Societies.

The President of the Canadian Association of School Superintendents and Inspectors (CASSI, later CASA) reported that CASSI was also an outgrowth of the Project.

See Allan McCallum's Presidential Address at the 1956 convention for a good review of CEA activities at the time.

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1957 - 1977

(The events indicated below are described in detail in the CEA publication entitled *The Canadian Education Association, 1957-1977* by Dr. Freeman K. Stewart. The purpose here is to provide a very short list to serve as a ready reference. As a result of earlier initiatives, the CEA by 1960 had become responsible for a fairly clear continuing program. A major change of direction, however, took place in 1967-68 with the reconstitution of the CEA's Standing Committee of Ministers of Education into a separated Council of Ministers. Thereafter, with relatively diminishing financial support from the provinces, the CEA gave major attention to surveys and reports on education, a variety of regular publications, seminars, research and its annual conference (convention).

1957 Grant to the CEA from Imperial Oil Limited to establish an educational research section ($100,000 over a three to four year period).

Seven ministers at the Convention expressed a wish to meet more often than once a year.

1958 Canadian Commission for Unesco held inaugural in Ottawa, February 5 and 6.

First Canadian Conference on Education, February 17-20, in Ottawa. (Not primarily a CEA activity but the CEA participated actively.) The Second Conference was in Montreal, March 4-8, 1962. For the first time, the CEA Secretary provided the Directors with an annual report; previously much of it was in the President's address.

1959 **APRIL 29 and 30.** Ministers met in Fredericton on invitation of New Brunswick Minister; they proposed greater support of the CEA and more active involvement in it. At convention they established a joint committee with CEA to work out methods. On CEA's suggestion, Unesco Commission agreed to give grant to CEA to send second delegate to IBE Conference, Geneva, effective in 1959 for three years. Later extended for 1962-64. (See 1950 for relevance.)

1960 At convention, CEA constitution revised to provide for a Standing Committee of Ministers Responsible for Education with CEA Secretary as its Secretary and CEA office serving as its secretariat. Nine Ministers present, Manitoba absent but agreeing in absentia.

Establishment of a Canadian Council for Research in Education, external to and independent of the CEA, was approved in principle (CCRE).

1961 **FEBRUARY 2**. First meeting of CCRE.

JUNE 19 and 20. First meeting of Standing Committee of Ministers, Toronto. John P. Robarts, Ontario, Chairman.

DECEMBER 4 and 5. First meeting of city superintendents and directors of education (cities population 100,000 and over), Toronto.

1962 Second Canadian Conference on Education, March 4-8, Montreal.

1963 CEA Executive Secretary given leave of absence to be Director of Commonwealth Education (Aid) Office, London, England. (June 1963 - June 1966) C. B. Routley appointed Acting Executive Secretary.

Ford Foundation grant ($25,000) to CEA to enable Canadian educators to observe U. S. programs for culturally deprived school students.

1963 - 1966 Expansion of on-going work. Various surveys done and reports prepared; considerable involvement in and preparation for international educational conference.

Standing Committee of Ministers becomes active and important, and two or three of its members restless over close association with the CEA.

1966 Joint committee representing the Ministers and CEA appointed to study and recommend relationship between the two groups (December).

1967 Standing Committee approves plan for organization of a Ministers' Council with a Secretary and an Associate Secretary, the latter being Secretary of the CEA, subject to their provincial government's approval (June).

Members of the Standing Committee report that provinces (cabinet colleagues) agreed to proposed organization (September) and Council formed at that time.

Council indicates that it will adopt a separate and independent type of Council organization, but will continue to support CEA financially (December).

1968 Over several years CEA had suggested that provincial host governments break practice of providing dinner to convention delegates. Ontario agreed this time, but began practice of "Thursday" evening entertainment instead. "Wednesday" dinner paid out of CEA registration fees. This dinner was replaced by the "President's Reception" in 1971 (Montreal), a more relaxed and useful occasion.

1969 **JUNE** Report of the Task Force on the Role of the CEA (W. H. Swift, Alberta; Harry Pullen, Ottawa; and David Munroe, Quebec).

NOVEMBER Quebec announces a planned reduction in its grant to the CEA over a four year period. Joint committee representative of CEA and ACELF appointed to study respective roles of these two organizations

1970 CEA's *Directory of Administrative Officials in Education - Canada* is renamed *CEA Handbook*, and is put in smaller, more convenient format.

City Superintendents' meeting time changed from November-December to May. Met in Charlottetown in November, 1970, and again in May, 1971. They continue to meet in May.

Number of seminars increased: three seminars held within an eight-month period, not counting CEA Short Course.

1971 CEA, EMAC, ETRAC, and CSFA form a Canadian Education Media Council for two years (June). Dissolved after two years.

1972 First luncheon for Honorary Life Members at time of CEA convention. (Suggested by Dr. W. H. Swift and continued.)

1973 CCRE dissolved at its request as of December 31, 1972 and CEA took over its assets and some of its activities, including the *Canadian Education Index*, on January 1, 1973.

1975 First mid-term meeting of Directors since 1945. Because of circumstances, not held in 1976 but held in 1977.

APRIL Policy and Planning Committee established to review CEA's pro gram and to recommend broad goals. To report in September 1976. (Tom Houghton, Borough of York, Chairman).

SEPTEMBER Directors decide that bilingualism should be a priority in the CEA.

1976 **MAY** Federal grant received to help enable the CEA to implement its "bilingual development plan."

Canadian Education Index and *Directory of Education Studies* computerized, in part through a case study, leading to full computerization of both.

1977 **SEPTEMBER** Large and successful conference on educational

research and policy formation sponsored by CEA and Canadian Educational Researchers' Association (CERA) under CEA management (Calgary).

Executive Director (title changed from Secretary to Director by Executive in 1973) F. K. Stewart resigns (retires); Dr. Gerald Nason appointed to the post of Executive Director in September.

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1978-1991

1978 Under the new Executive Director, a major review of the association's role, activities and structure was undertaken. (Following one year of consultations with members, school boards, faculties of education, national, provincial and territorial educational organizations and numerous staff meetings, some changes were made, mostly internal. Others were planned as the review process continued.) The secretariat was organized into program sections: general, communications, research, meetings and teacher exchange, and French/English.

Proceedings of the CEA convention no longer published. Instead, the minutes of the Annual General Meeting, Board Report and Auditor's Report were sent to members.

Public relations and marketing program began.

CEA's Task Force on Public Involvement in Educational Decisions began with a grant of $32,000 from Imperial Oil Limited. This three-year study produced two reports - *Results of a Gallup Poll of Public Opinion in Canada about Public Involvement in Educational Decisions* (1979); and its final report *Strategies for Public Involvement* (1981). A national conference on public involvement was held in Toronto, December 3 and 4, 1980.

MAY First recipient of Freeman K. Stewart Fellowship attended Short Course. (On the retirement of Executive Director F.K. Stewart, the Board established the F.K. Stewart Fellowship, which each year allows an educator from a different province or territory to attend the CEA Short Course in Banff all expenses paid.)

1979 A Convention Program Planning Committee, centred at the convention site and composed of local representatives, was put in place for the 1979 convention in Winnipeg.

A new membership structure was formalized as follows: Individual Membership, Honorary Life Membership, Associate Membership and Corporate Sustaining Membership.

Committees on membership, on long-term financing, and a special francophone panel (which later became the French Language Services Committee, a significant development for the Association) were set up.

DECEMBER At the end of 1979, the Association found itself for the first time in its history with a deficit of nearly $15,000. This fact influenced greatly plans for the future.

1980 Yukon and Northwest Territories became observers and non-voting members of the Board.

1981 SEPTEMBER CEA became incorporated (under the old constitution, somewhat revised to meet incorporation requirements) under Part II of the Canada Corporations Act, but it could not operate as a corporation until members approved certain items at the September 1981 Annual General Meeting.

Start of Five-Year Planning Program.

OCTOBER Robert Blair appointed Executive Director October 1, 1981. (He had been Acting Executive Director since December 1980.)

1982 FEBRUARY Brigitte Lee, the Association's special assistant in charge of the French/English Section, appointed Assistant Executive Director.

APRIL The Quebec government advised the CEA that it would pay only $15,000 for 1981-82 and would not be able to contribute to financing the CEA in 1982-83.

AUGUST The *Canadian Education Index's* first computerized issue came out.

SEPTEMBER The new constitution was approved at the Annual General Meeting. Yukon and Northwest Territories became full members of the Board and began their financial sustaining support with the 1983-84 fiscal year.

1983 Canadian Association of School Administrators and CEA governing bodies approved a contract whereby CEA provides services to CASA for a fee.

Article 16, By Law No. 1 of the constitution amended so that all directors (with one exception) can serve for two years.

Advisory Committee on Educational Research appointed. Its first project was a national study on student evaluation. Several regional seminars were held on this topic and Leslie D. McLean, OISE, undertook a study that culminated in the CEA report *The Craft of Student Evaluation in Canada*.

1984 APRIL Workshop seminar on Multiculturalism, Racism and the School System held in Toronto with the help of a $26,000 grant from Multiculturalism Canada. British Council visitor Stuart Johnson participated in the seminar and visited Vancouver and Montreal boards on a shared cost arrangement.

CEA produced its second poll, through Gallup, of Canadian public opinion on education. The results appeared in the report *Speaking Out* ... .

SEPTEMBER A CEA Media Achievement Award of Excellence was established - a plaque "for an outstanding sound slide or sound filmstrip production that combines qualities of originality, high artistic and technical standards, curriculum relevance and freedom from bias in order to effect a positive learning experience" was first presented in June 1985 to the winner at the annual AMTEC Media Festival.

1985 CEA assisted with the formation of the Association for Educational Communications Officers (later CACE - the Canadian Association of Communicators in Education). CEA was asked to provide minimal secretariat services for the new association on a fee-for-services basis.

1986 MAY A fee-for-services agreement was signed with the Canadian Council of Multicultural and Intercultural Education. CCMIE took up residence in the

CEA office and continued there until it moved to Ottawa in 1989.

British Columbia returned to partial funding of the Association for the 1986-87 fiscal year.

CEA received $37,000 from the Secretary of State, under the Promotion of Official Languages Program, on a 50% shared cost basis, to help cover interpretation at the CEA Short Course, convention and seminars; for translation of print documents for these meetings; for a translator-editor's salary; for funds for language training; and for translating and printing other new publications in French. This arrangement was an extension of the earlier bilingualism development program. It ended in December 1987.

Extension of the Teacher Exchange Program to include the Federal Republic of Germany. First German exchanges were arranged for the academic year 1987-88.

New criteria (prepared by the Advisory Committee on Educational Research) for the CEA-Whitworth Award in Educational Research were approved by Board.

1987 NOVEMBER Forum on Citizenship and Citizenship Education in Schools and Communities held November 11 in Edmonton was co-sponsored by CEA and the Department of the Secretary of State.

1988 AUGUST Agreement concluded with Micromedia Limited for the transfer of the *Canadian Educational Index* (published by the CEA since 1972) and the *Directory of Education Studies in Canada* (produced by CEA since the 1952).

Quebec re-entered CEA with a partial payment in 1988-89.

SEPTEMBER Amendment to constitution (Article 15.1 and Article 15.3) passed at Annual General Meeting to increase size of Board form 32 to 35 and to specify that at least eight of the Board members shall be English speaking and at least eight shall be French-speaking.

1989 Quebec returned to full participation in CEA with 1989-90 payment.

SEPTEMBER Dr. Naomi Hersom, president of Mount Saint Vincent University, Halifax, was elected as CEA's first women president.

For the first time, simultaneous interpretation was provided at all Board meetings.

1990 SEPTEMBER Board adopts a mission statement for CEA.

1991 Beginning of the Association's 100th Anniversary celebrations.

Establishment of the President's Council on the Voice of Education in the Future of Canada. (The major project of this council was to produce a resource kit for teachers and students in grades 6-12, community colleges and faculties of education, intended to present a balanced picture of the issues as Canada debates its future.)

Establishment of the President's Council on the Role of the CEA.